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ABSTRACT

Acting on a general perception that attempts to remove, restrict, or alter materials found in public and public school libraries have increased during the past decade, the Senate Committee on Appropriations for the Departments of Labor, Health and Human Services, and Education and related agencies directed the National Commission on Libraries and Information Science (NCLIS) to conduct a study to determine the extent of censorship in American public and school libraries over the past decade and to assess how society is responding to it. This report provides an analysis and summary of existing publicly available data; no new survey was undertaken due to time and fiscal constraints. An executive summary is followed by the full report, which is divided into three sections. Section 1, the introduction, includes the charge to NCIIS, a glossary of terms related to censorship, and the methodology used in the study. Section 2 describes censorship activities in public and school libraries from 1975 to 1985, and provides a summary and analysis of the data, as well as a summary of 11 significant court decisions involving public school library censorship cases. Section 3 presents the findings and conclusions. A list of challenged materials and an annotated selected bibliography of 96 works related to censorship in public and public school libraries conclude the study. (THC)

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# CENSORSHIP ACTIVITIES IN PUBLIC AND PUBLIC SCHOOL LIBRARIES 1975- 1985

A Report to the Senate Subcommittee on Appropriations for the Departments of Labor, Health and Human Services, and Education and Related Agencies

March 1986

U.S. National Commission on Libraries and Information Science

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## EXECUTIVE SUMMARY

There is a general perception that attempts to remove, restrict, or alter materials found in public and public school libraries have increased during the past decade. The U.S. National Commission on Libraries and Information Science (NCLIS) was directed by the U.S. Senate Committee on Appropriations for the Departments of Labor, Health and Human Services, and Education and related agencies, to conduct a study to determine the extent of censorship in American public and school libraries over the past decade and how our society is responding to it.

This report provides an analysis and summary of existing publicly available data; no new survey was undertaken due to time and fiscal constraints. The report is divided into three sections. Section I, the INTRODUCTION, includes the charge to NCLIS, a glossary of terms related to censorship, and the methodology used in the study. Section II describes CENSORSHIP ACTIVITIES IN PUBLIC AND SCHOOL LIBRARIES 1975-1985, provides a summary and analysis of the data and a summary of 11 significant court decisions involving public school library censorship cases. Section III includes the FINDINGS AND CONCLUSIONS which stated briefly are:

- after a decrease between 1975 and 1979, attempts to remove, restrict, or alter materials in the collections of public and school libraries increased, reaching a peak in 1982. Since 1983, the numbers have remained roughly constant although at a level higher than at any time since 1975.

- only about 15 percent of the attempts to remove library materials are reported in the media.

- all regions of the country reported challenges and the challenges were reported by locales of all sizes.

- a substantial body of law is being created about public school library censorship cases, but no such body of law exists for public library censorship cases.

- the number of challenges was higher for public school libraries than for public libraries consistently across the decade.

- challenged publications included materials for all grade levels and a wide range of types of publications.

- public school library materials were challenged more often than classroom materials.

- challenged materials in public libraries were usually retained, but in school libraries they were usually restricted, altered, or removed.

- while the 1980 national study results indicated that formal written policies do affect the outcome of challenges, for school libraries responding from the four states surveyed, there appeared to be no clear relationship between adoption of formal written policy and retention of challenged material.

- challenges to materials in public libraries almost always came from individuals and not groups.

- libraries are developing more effective strategies to deal with censorship attempts.

- there exists little or no data regarding society's response to censorship attempts involving public and school libraries.

A list of challenged materials and an annotated selected bibliography of works related to censorship in public and public school libraries are also included in the study.

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# I. INTRODUCTION

The Committee on Appropriations for the Departments of Labor, Health and Human Services, and Education and related agencies, in its report to the Senate on appropriations for the fiscal year ending September 30, 1985, stated that testimony taken at the fiscal year 1985 appropriations hearings had underscored the concern about the increase in the number of censorship cases being reported. The Committee directed the U.S. National Commission on Libraries and Information Science (NCLIS) to conduct a study to determine the extent of censorship in American libraries and how our society is responding to it. The Committee also directed NCLIS to develop an overview of the trends over the past five to ten years in regard to censorship issues as they related to public and public school libraries. The Committee charged NCLIS to report its findings to the Congress no later than January 31, 1986 with an extension to March 31, 1986. This report responds to the Committee's charge.

The U.S. National Commission on Libraries and Information Science was established in 1970 by Public Law 91-345 as a permanent, independent agency to advise the President and Congress by developing and recommending policies and plans to provide library and information services adequate to meet the changing needs of the people of the United States.

## The Scope of the Study

This report presents a summary of available data on censorship activities occurring between January 1975 and December 1985 that related to public and public school libraries. Because the resources available to NCLIS to conduct this study were limited, and because data on the period of interest were available from other organizations, NCLIS did not conduct original research in preparing this report, but made use of existing data obtained from the Office for Intellectual Freedom of the American Library Association, the American Civil Liberties Union, American Association of American Publishers, and the National Coalition Against Censorship.

This study includes a summary of existing publicly available data on activities occurring between January 1975 and December 1985 that relate to attempts to remove material from public and school libraries. Although in schools there are many different types of reading materials, including textbooks, recommended outside reading, and supplementary materials, only those materials in libraries of public schools are included in this study.

Many definitions of censorship have been used in the literature. After consulting with several organizations, the decision was made to use the definitions and categories developed by the Intellectual Freedom Committee (IFC) of the American Library Association (ALA). This glossary was developed to encourage

uniformity in discussions or statements concerning censorship issues and to describe the various levels of incidents which may or may not lead to censorship. The terms and their definitions are:

1. Inquiry - an informational request, usually informal, which seeks to determine the rationale behind the presence of a particular item in a collection.

2. Expression of Concern - an inquiry that has judgmental overtones. The inquirer has already made a value judgment on the materials in question.

3. Complaint - an oral charge against the presence and/or appropriateness of the material in question.

4. Challenge - a formal written complaint filed with the library questioning the presence and/or appropriateness of specific material.

5. Attack - a publicly worded statement questioning the value of the material presented to the media and/or others outside the library organization in order to gain public support for further action.

6. Censorship - the removal, restriction, or modification of material from open access, for the purpose of restricting ideas, by any governing authority. (1)

(1) Definition of terms, Newsletter on intellectual freedom, 33 (5) September 1984, p. 139

For this study, categories 3-5 were grouped together as attempts at censorship, and censorship is limited to category 6, that is those acts that result in the "removal, restriction, or modification of library material for the purpose of restricting ideas." (2)

## Pre-censorship

In the course of the study, analysis of the literature revealed that attempts at censorship could also include influencing publishers about what to publish or not publish, or what to omit or include in publications. Attempts at censorship could also include influencing librarians about what to purchase or not purchase, or librarians' own decisions about not selecting material that might be controversial. However, statistical information about these types of activities tends to be more elusive and is more difficult to obtain. (Some studies of pre-censorship of non-library reading materials, such as the Vitz study included in the bibliography, are available but they are outside the scope of this study of libraries.) This report does not discuss attempts at censorship related to prepublication or selection of materials (often referred to as pre-censorship).

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(2) Ibid., p. 139

## Court Decisions

Although this study was not intended to provide a comprehensive review of laws and court decisions, it identifies the major court decisions relating to attempts at censorship of public school library materials and notes the outcome of the challenged materials. There were no major court decisions related to public library materials during the period covered by the study.

## Methodology Employed in the Study

The purpose of the report was to review, analyze, and summarize existing data on censorship in public libraries and public school libraries. Because of the limited resources and time available for the study, a new survey could not be undertaken and only existing data were used. A number of individuals and organizations were contacted to identify those most likely to have data available. These organizations were contacted for access to relevant literature and data, and while the American Library Association (ALA) Office for Intellectual Freedom (OIF) was identified as the group with the most comprehensive files, it was deemed appropriate to include data from surveys conducted jointly by the Association of American Publishers, American Library Association, and Association for Supervision and Curriculum Development (1981), and the American Civil Liberties Union (1985). The complete list of organizations contacted appears as

Appendix A.

This study analyzes the existing publicly available data from many organizations including those involved in anti-censorship activities.

To assist with the work of collecting, analyzing, and synthesizing existing data and compiling the annotated bibliography from these organizations, NCLIS contracted with the Allen Corporation of America to secure the services of Dr. Mary J. DeWeaver, a senior research scientist at the Allen Corporation's Alexandria, Virginia office, and Dr. Robert Molyneux, a librarian with experience in analyzing library statistics. The work was carried out under the direction of Christina Carr Young, NCLIS Research Associate. A committee of the Commission provided oversight for the study.

Database searches were conducted, literature reviewed, and organizations were contacted to identify studies of censorship and available data. Most of the data used in this study are from the ALA Office for Intellectual Freedom's Newsletter on Intellectual Freedom. These data are compiled from published sources, primarily newspapers. These data were taken at face value, and no attempts were made to check these figures against the original sources from which they were compiled. Included also are the results of surveys performed jointly by the Association of American Publishers, American Library Association, and Association for

Supervision and Curriculum Development (1981), and the American Civil Liberties Union (1985).

## Organization of the Report

This report is organized into three chapters and three appendices. Chapter I provides an introduction to the report and explains the purpose of the study and the study approach. Chapter II summarizes the results and describes activities that occurred during the past 11 years related to attempts to remove materials. Chapter III presents the findings and conclusions. The Appendices to the report contain (1) a list of organizations contacted, (2) a list of challenged materials, and (3) an annotated, selected bibliography.

## Ackrowledgements

We deeply appreciate the technical assistance offered by the following persons: Robert Molyneux; Judith F. Krug, Director, Office for Intellectual Freedom, American Library Association; Barry Lynn, American Civil Liberties Union; Irwin Karp, Counsel, Authors League of America; Richard Kleeman, Senior Vice President and Director, Freedom to Read Committee, Association of American Publishers; Leanne Katz, Executive Director, National Coalition Against Censorship; Lee Burress, Chair, Standing Committee Against Censorship, National Council of Teachers of English; and Marcie Rickum, Research Director, People for the American Way.

## II. CENSORSHIP ACTIVITIES 1975-1985

### Background and Introduction

The issue of censorship in public libraries and public school libraries is very complex and subject to divergent interpretations depending upon the speaker or the listener. For example, the American Library Association views libraries as institutions for unrestricted access to differing and often opposing views by the people in their search for ideas and information. To maintain a collection of materials to satisfy the diverse needs--politically, socially, intellectually, and culturally--of a heterogeneous society is to invite controversy.

In libraries within public schools, the situation becomes even more complicated when the values and expectations of parents conflict with those of the educational policy set by the school board, or with those of other individuals and groups within the diverse society.

The "Library Bill of Rights" of the American Library Association asserts that the library is a "forum for information and ideas." The first four articles of the "Bill" clearly set the foundation for a library's stand on intellectual freedom.

1. Books and other resources should be provided for the interest, information, and enlightenment of all people of the community the community serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas. (3)

Because of the wide range of interests and views within American society, it is understandable that there may be differences between the ALA stated philosophy and the values of individuals or of religious, political, educational, or other groups. For example, in 1985, there were 15,543 public libraries and 70,854 public school libraries in the United States, a total of 86,397 libraries with a wide range of collections of materials and a diversity of users.

During the 11-year period covered by this study report, efforts to remove materials from access by library patrons have been reported by public libraries and public school libraries in all areas of the United States, and in rural, urban, and suburban communities. This Chapter surveys the censorship activities that occurred over the 1975-1985 period.

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(3) American Library Association, Intellectual freedom manual (Chicago, IL: American Library Association, 1983), p. 14

Attempts to locate a body of nationwide statistics to document statements alleging a substantial increase in censorship efforts in public libraries and public school libraries were not successful, due to the scarcity of nationwide surveys covering the period in question. In order to assess censorship activities during the period under observation, data from several sources were reviewed. The source that provided the most complete record of censorship activities in libraries from 1975 to 1985 was the Newsletter on Intellectual Freedom (NIF), a bi-monthly publication of the Office for Intellectual Freedom (OIF) of the American Library Association . The NIF provides a unique source of current information on all aspects of censorship, in school and public libraries, in communities and public agencies throughout the United States.

The OIF serves, and is acknowledged by many of the organizations contacted, as the primary clearinghouse of information on library censorship. The OIF has collected data on censorship since 1952. Its staff includes both librarians and attorneys with extensive knowledge of censorship activities, and broad experience in federal, state, and local laws and regulations related to First Amendment rights. The goal of the Office is "to educate librarians and the general public about the nature and importance of intellectual freedom in libraries."

## Analysis of the Data

It seems clear from reviewing the literature on censorship and intellectual freedom that there is a perception that pressures on libraries to remove materials deemed offensive to individuals or groups have increased over the decade. The question addressed in this section is: is there objective evidence that this perception is correct?

As indicated above, a number of organizations were asked for information they might have on censorship in public libraries and public school libraries. As a result of this effort, it was concluded that no one publishes an accepted and recognized index of activity in this area. The problem that surfaced was to measure this activity objectively in the absence of an accepted index and without mounting an expensive original research effort. Given these constraints, the problem was to use available sources to construct a measure of pressure on libraries to influence what materials these libraries will--and will not--have on their shelves. This measure ideally should be comprehensible, readily verifiable, and should be a good indicator of the true level of censorship activities. The measures used are the best based on available data.

The Newsletter on Intellectual Freedom (NIF) was identified as the best source of data for use in this study. The Newsletter is readily available, is recognized as a source of information on

censorship, and any number gathered from it can be checked easily. Unfortunately, while this is the best available source it is not perfect for the question at hand. Three problems with this source will be considered in the analysis that follows:

1. Only a small percent of the total number of cases where an attempt is made to remove a book from a library are reported in the Newsletter.

2. An assumption must be made that an incident occurring in any one year is as likely to be reported in the Newsletter as an incident in any other year. If this assumption is not correct then a rise, or fall, in the measure used may be a result of a rise or fall in the probability of being reported in the Newsletter, not in the activity that is purportedly being measured.

3. The Newsletter bases its reports primarily on newspaper accounts made available to the OIF. These newspaper accounts frequently are not complete and often do not follow a case to its resolution. As a result, it proved impossible to estimate the number of titles actually removed from libraries--a number it would be useful to know.

In addition, the data from the Newsletter were taken ~~at~~ face value and were not verified against the original sources from

which they were taken.

This report provides a summary of attempts at censorship in public and public school libraries over the 1975-1985 period and does not discuss the actual removal of materials because information on removal was not available.

## Measuring Attempts to Remove Library Materials

The Newsletter on Intellectual Freedom was examined from 1975 through 1984 for documented cases where an attempt was made to remove materials from library shelves. As the work progressed, the volume for 1985 was completed and it was decided to add this year to the study to include the most current information. Thus, the study comprises eleven years.

The Newsletter does not report all such attempts because all are not reported to the Office for Intellectual Freedom and many which are reported cannot be published because of potential retaliation against those making the reports. Thus, the count from the Newsletter is an indicator of the publicly known cases where attempts are made to remove library materials. The 1980 survey, "Book and Materials Selection for School Libraries and Classrooms: Procedures, Challenges, and Responses," sponsored jointly by the Association of American Publishers (AAP), the American Library Association (ALA), and the Association for

Supervision and Curriculum Development (ASCD), estimated that only 15 percent of such cases are reported in the media and these are the cases subsequently picked up by the OIF and reported in the Newsletter.

For purposes of this report, an "incident" is a case of an attempt to remove library materials from a public library or a school library by someone outside the library. There was one such attempt at a state library and one at a university library, both in 1978, which were outside the scope of this study. Other kinds of intellectual freedom or censorship cases which centered on libraries were not counted. For example, cases of protesting exhibits in libraries or protesting film series offered by the library were counted only when materials owned by the library were involved. There were perhaps six cases in which librarians apparently had removed materials or where people outside the library were trying to influence the librarians to include materials in the collections, and these cases were not counted. An "incident," as that term is used here is an example of a deliberate and explicitly stated attempt to remove specific materials from a library.

It was necessary for the news item to state clearly that an attempt was made to remove materials owned by the library for the case to be counted as an "incident." As a result of the definition of that term used here and the small percentages of such cases which are reported in the Newsletter, the counts of "inci-

dents" are conservative estimates of total pressure being brought to bear on librarians to remove materials.

The Newsletter has two sections in each issue which were perused: "Censorship Dateline" and "Success Stories." "Censorship Dateline" is broken down into different subsections and only the first one, "Libraries," was examined.

Items in both of these sections are stories usually drawn from newspaper accounts of events in progress. Frequently, there are updates to accounts previously published in the Newsletter. In order to avoid double counting of an incident, it was counted only at its last update.

Because of the fragmentary nature of the accounts, it proved impossible to keep a count of whether the final disposition of each incident was to keep or remove the materials or to restrict their use.

A difficulty arising from the concept of "an incident" is that an incident may involve one title or many and as a result, a count of incidents does not measure an aspect of this question which is important. A second measure of activity in this area can be constructed from the Newsletter by counting the number of titles which appear in the index in every issue. Counting "incidents" results in one measure which does not take into account the impact of many titles appearing in 'an incident." A title

count from the index does not account for multiple titles connected to "an incident" repeatedly mentioned in Newsletter issues.

In effect, two measures of pressures on libraries to restrict or remove materials in their collections have been constructed. It will be seen that both measures, however imperfect, indicate roughly the same thing: that pressures on libraries declined from the mid to the late 1970's, increased to a high in 1982, after which time they fell although they remain at a level higher than the low levels seen in the late 1970's.

Results

The following table gives the count of documented incidents, as defined here, and of the number of titles appearing in the index:

TABLE I

INCIDENTS 1975-1985

| YEAR | PUBLIC | SCHOOL | TOTAL | TITLES | |
|---|---|---|---|---|---|
| 1975 | 6 | 37 | 43 | 278 | (128) |
| 1976 | 9 | 21 | 30 | 135 | |
| 1977 | 6 | 19 | 25 | 98 | |
| 1978 | 6 | 18 | 24 | 66 | |
| 1979 | 1 | 15 | 16 | 196 | (92) |
| 1980 | 15 | 16 | 31 | 139 | |
| 1981 | 11 | 22 | 33 | 189 | |
| 1982 | 10 | 47 | 57 | 220 | |
| 1983 | 11 | 25 | 36 | 198 | |
| 1984 | 9 | 27 | 36 | 147 | |
| 1985 | 12 | 27 | 39 | 234 | |

These data were taken from the ALA Newsletter on Intellectual Freedom 1975-1985.

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In 1975, there was one incident which involved 150 titles and in 1979 there was an incident involving 104 titles. The two numbers in parentheses are adjusted counts of titles, with these two large numbers subtracted from the titles for those years. In order to reduce the influence from these two incidents in the figures which follow, the adjusted counts are used.

Table I provides a tabulation of these data, while Figures 1-3 depict the same information graphically. These figures are plots of the values in the table by year. In each figure, the year appears on the horizontal axis in shortened form so that "1975" is written as "75." In the first two figures, which plot incidents of attempts at removing books from libraries, the vertical axis runs from 0 to 60. The third figure, which plots the title count (with the two adjusted figures), has a vertical axis from 0 to 250.

Figure 1 plots the total number of incidents by year. There is a decline from 1975 (when 43 were reported) through 1979 (16 incidents). The decline was followed by an increase in the number of reported incidents which peaked at 57 in 1982. Since 1983 the numbers have been roughly constant but at a higher level than at any time since 1975, except for the peak in 1982.

The values in Figure 1 are made up of aggregating incidents at public and school libraries. These values are separated in Figure 2. School libraries are featured in most incidents and the increase in 1982 seen in Figure 1 was the result of an increase in incidents at these kinds of libraries. Note that public library incidents went up from 1 in 1979 to 15 in 1980.

FIGURE 1

NUMBER OF ATTEMPTS AT REMOVING LIBRARY MATERIALS
as reported in the Newsletter on Intellectual
Freedom 1975 - 1985

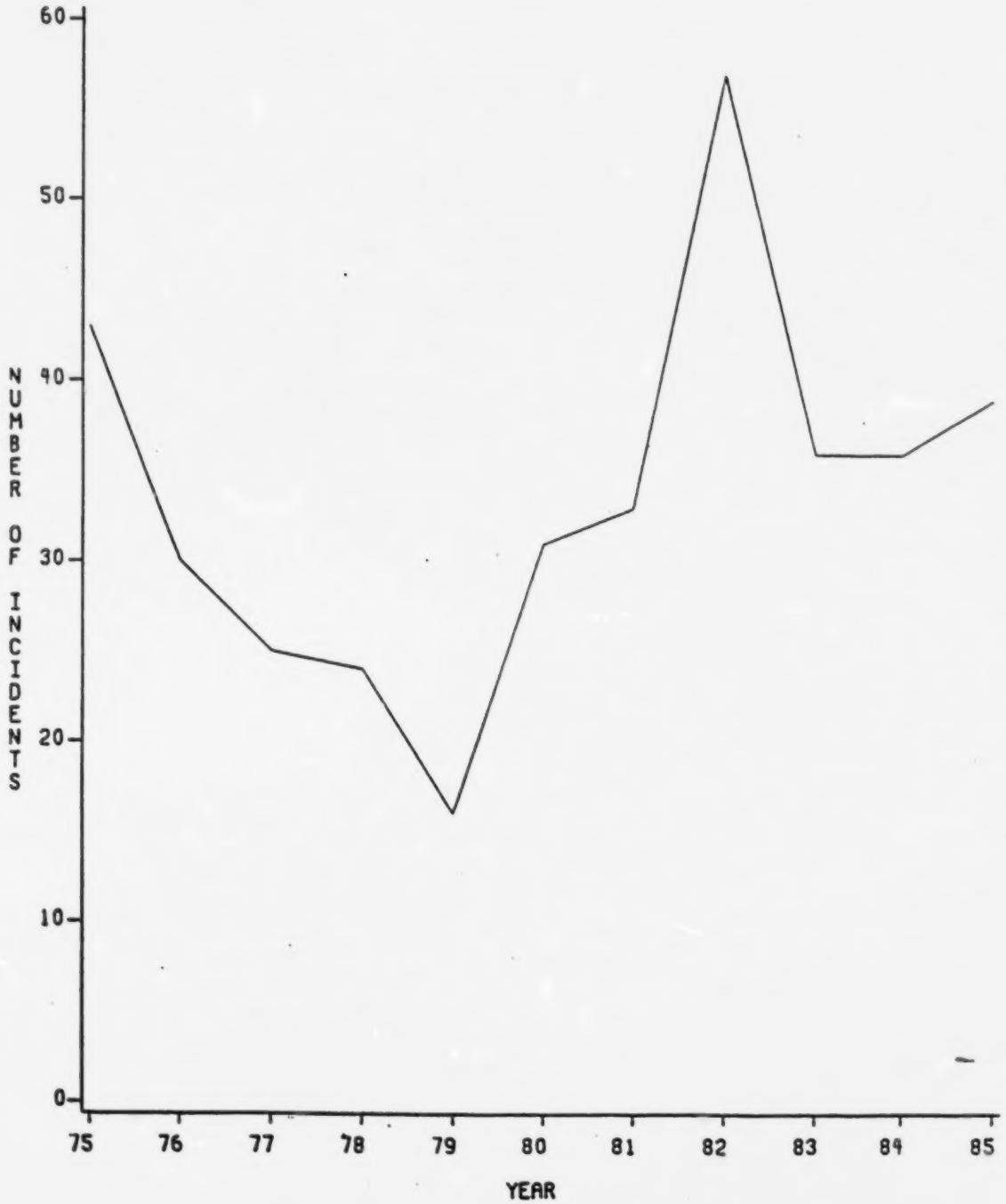


FIGURE 2

NUMBER OF ATTEMPTS AT REMOVING LIBRARY MATERIALS
BY TYPE OF LIBRARY
as reported in the Newsletter on Intellectual Freedom 1975 - 1985

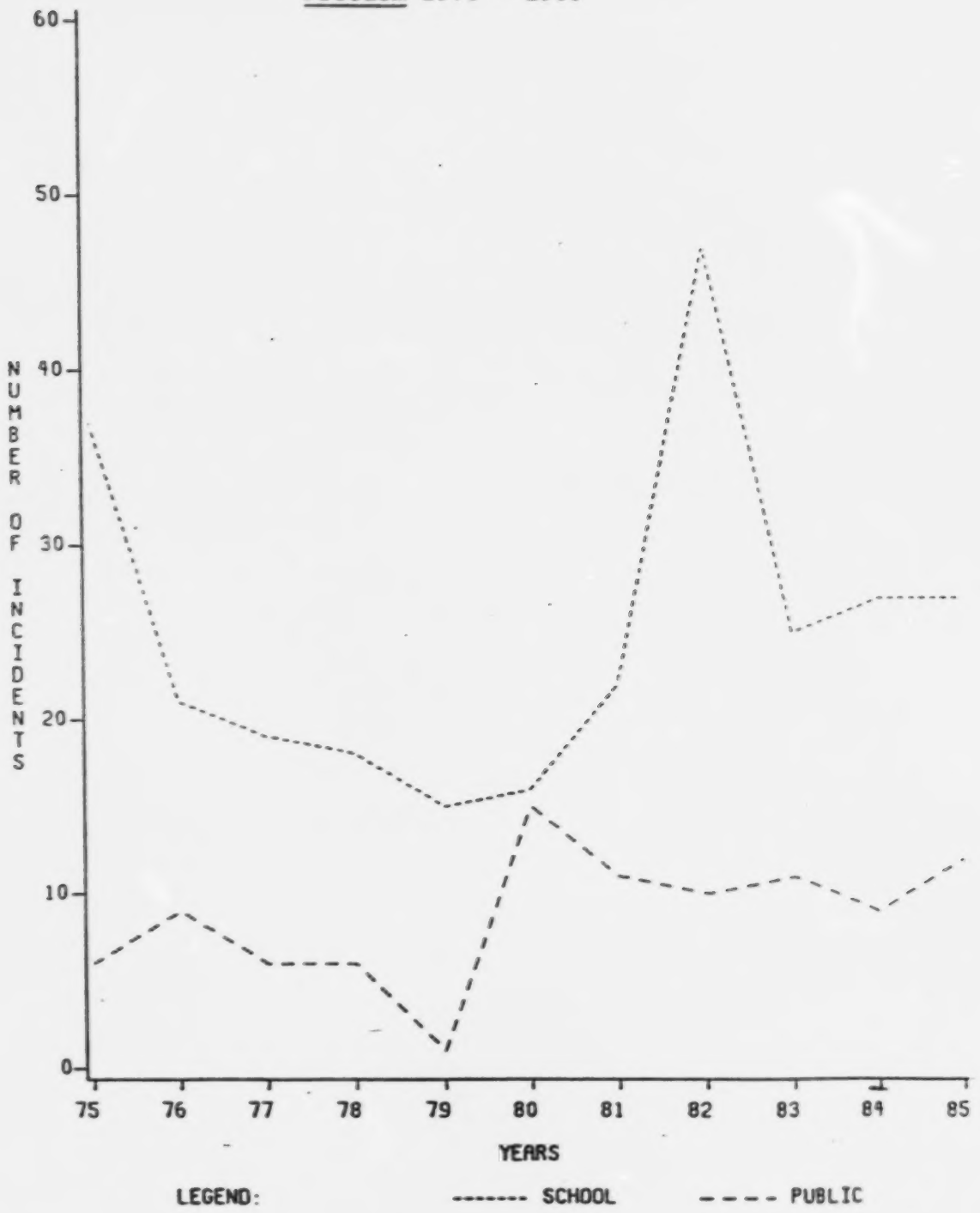
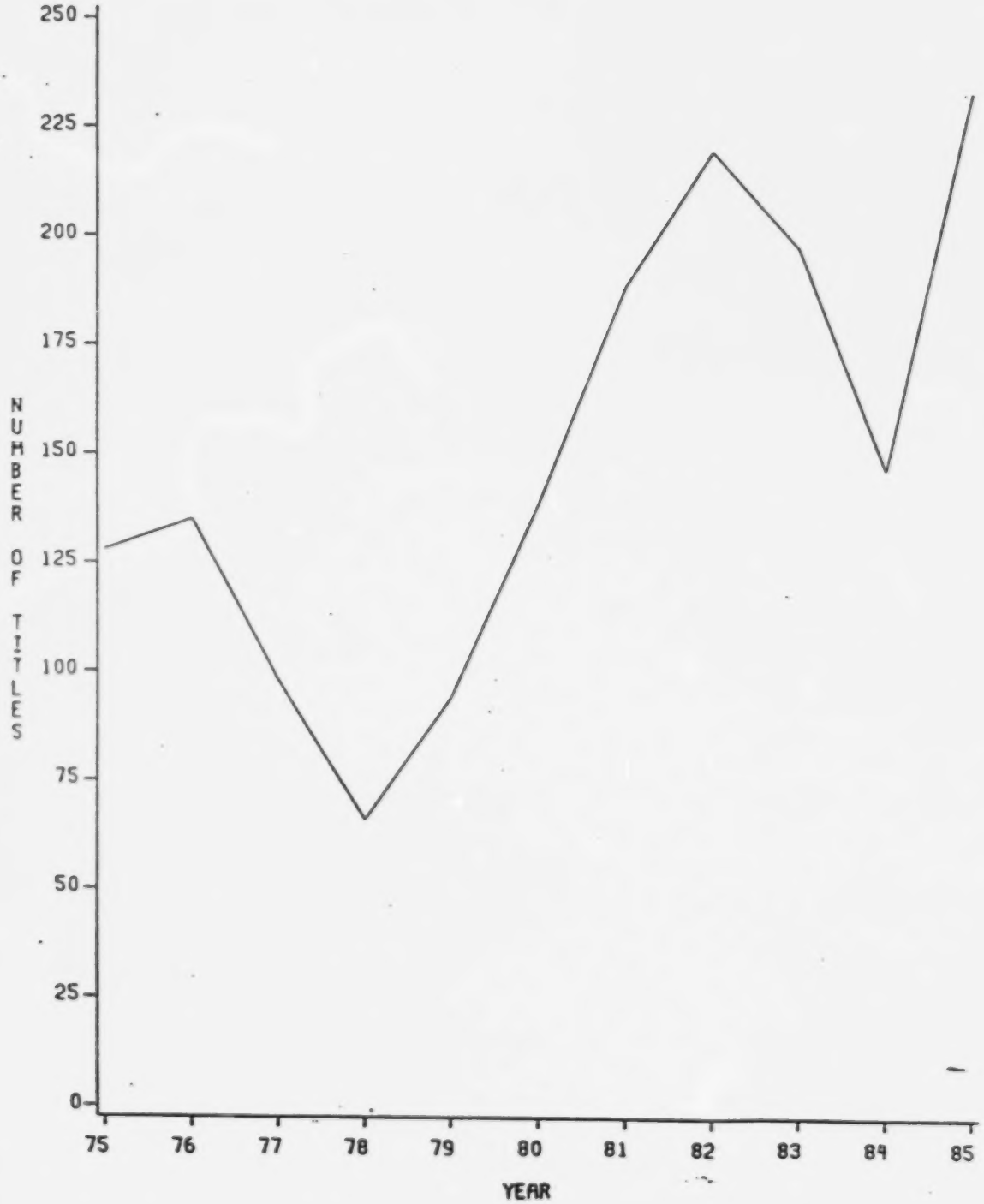


FIGURE 3

NUMBER OF BOOK TITLES IN REMOVAL ATTEMPTS
as reported in the Newsletter on Intellectual Freedom 1975 - 1985



In Figure 3, the number of titles appearing in issues of the Newsletter is plotted. In general, the behavior of this variable is similar to the change in the total number of incidents plotted in Figure 1. There is a decline at the beginning of the period ending here in 1978 at 66 incidents and an increase through 1982. In Figure 1, there is a similar decline ending in 1979. The behavior of the variables after 1982 in both figures is similar in that values observed are higher than those seen before 1982 but different in the fact that these values have fluctuated.

The data seem to support the general perception that there has been an increase in attempts to remove materials from libraries. This assumes that the changes observed in the numbers are not a result of changes in the likelihood that an incident is reported in the Newsletter. For example, such a change in likelihood might occur if more librarians have become sensitized to issues of intellectual freedom and, hence, are more likely to contact the media with subsequent publication of the incident increasing the probability of the information reaching the Office for Intellectual Freedom. Under these circumstances, the incidents reported could increase without an accompanying increase in actual incidents.

National and Regional Surveys

The Association of American Publishers, the American Library Association, and the Association for Supervision and Curriculum Development (AAP/ALA/ASCD) sponsored a survey in 1980, "Book Materials Selection for School Libraries and Classrooms: Procedures, Challenges, and Responses." The survey was in two parts: the first part involved the mailing of questionnaires to 7,572 public elementary and secondary school librarians, library supervisors, principals, and district superintendents in the 50 states and the District of Columbia; the second part involved a mail-and-telephone survey of state-level administrators having the responsibility for the "evaluation and adoption of textbooks in the 22 states that have statewide adoption procedures for school books." This report does not include results from Part II of the survey. Respondents (from Part I) numbered 1,891 giving a 25 percent response rate. Some of the significant findings were:

- o 22.4 percent reported challenges to classroom or library materials during the two year school period preceding the 1980 survey;

- o all regions of the country reported challenges;

- o challenges were reported by locales of all sizes;

- challenged publications included materials for all grade levels and publication dates ranging from the 16th century (Shakespeare's The Merchant of Venice) through the 1980's; (Appendix B)

- challenges occurred with greater frequency at higher grade levels;

- of respondents reporting challenges during the 1976-80 period, 50.6 percent stated no change in incidents between 1976-78 and 1978-80; 26.5 percent reported more incidents; 9.1 percent reported fewer incidents; and 13.8 percent responded that they were "not certain;"

- school library materials were challenged more often than classroom materials and were more often changed as a result of challenges;

- pre-censorship surfaces at the selection level: 1) because materials, regardless of their educational value, do not conform to the personal values of the selector, and 2) because of the desire of the selector to avoid potential controversy;

- while librarians, teachers, and building level administrators more often opposed challenges, parents and school board members supported them; and school or

community groups became actively involved--pro or con--in only one-fourth of the 511 challenges cited; and

- schools with formal written selection and reconsideration of challenged materials procedures resolve challenges with less conflict when the procedures are honored.

In December 1985, the American Civil Liberties Union published the results of a survey sent to every public library and public school librarian in the states of Georgia, Tennessee, Louisiana, and Alabama during the months of December 1984-February 1985. Of the 5,023 questionnaires mailed, 1,127 were returned giving a response rate of 22.4 percent.

Two of the summary tables from this study appear as Table II and Table III in this report. Table II reports on the final results of challenges made, and Table III reports on the respondents' perceptions of attempts at censorship.

Table II

ACLU Study of Georgia, Tennessee, Louisiana, and Alabama
December 1984 - February 1985

** What was the final result of the challenge?

| Public Libraries | AL (32) | GA (19) | LA (10) | TN (23) | Total (84) |
|---|---|---|---|---|---|
| Resource Retained | 22(68.8%) | 12(63.2%) | 8(80.0%) | 20(87.0%) | 62(73.8%) |
| Resource Restricted | 5(15.6%) | 2(10.5%) | 0 - | 0 - | 7( 8.3%) |
| Resource Altered | 0 - | 1( 5.3%) | 1(10.0%) | 2( 8.7%) | 4( 4.8%) |
| Resource Removed | 3( 9.4%) | 4(21.1%) | 0 - | 1( 4.3%) | 8( 9.5%) |
| Other | 5(15.6%) | 0 - | 1(10.0%) | 3(13.0%) | 9(10.7%) |
| Public Schools | AL (80) | GA (93) | LA (71) | TN (46) | Total (290) |
| Resource Retained | 34(42.5%) | 34(36.6%) | 17(23.9%) | 22(47.8%) | 107(36.8%) |
| Resource Restricted | 16(20.0%) | 21(22.6%) | 22(31.0%) | 5(10.9%) | 64(22.0%) |
| Resource Altered | 3( 3.8%) | 4( 4.3%) | 3( 4.2%) | 1( 2.2%) | 11( 3.8%) |
| Resource Removed | 31(38.8%) | 29(31.2%) | 30(42.3%) | 17(37.0%) | 107(36.8%) |
| Other | 5( 6.3%) | 15(16.1%) | 6( 8.5%) | 2( 4.3%) | 28( 9.6%) |

Source: Censorship in the South: A Report of Four States 1980-85, p. 21
(Reprinted with the permission of the ACLU)

Table III

ACLU Study of Georgia, Tennessee, Louisiana, and Alabama
December 1984 - February 1985

**From September 1980 to the present, have challenges to resources in your library generally:**

| Public Libraries | AL (32) | GA (19) | LA (10) | TN (23) | Total (84) |
|---|---|---|---|---|---|
| Increased | 2( 6.3%) | 0 - | 3(30.0%) | 4(17.4%) | 9(10.7%) |
| Decreased | 7(21.9%) | 4(21.1%) | 2(20.0%) | 12(52.2%) | 25(29.8%) |
| Stayed The Same, Missing | 23(71.8%) | 15(78.9%) | 5(50.0%) | 7(30.4%) | 50(59.5%) |

| Public Schools | AL (80) | GA (93) | LA (71) | TN (46) | Total (290) |
|---|---|---|---|---|---|
| Increased | 13(16.3%) | 12(12.9%) | 5( 7.0%) | 7(15.2%) | 37(12.8%) |
| Decreased | 18(22.5%) | 28(30.1%) | 16(22.5%) | 7(15.2%) | 69(23.8%) |
| Stayed The Same, Missing | 49(61.2%) | 53(57.0%) | 50(70.4%) | 32(69.6%) | 184(63.4%) |

A significant percentage of respondents did not answer this question perhaps due to a flaw in the design. (The question appeared at the bottom of a section which a large number of respondents were ineligible to answer.)

Source: Censorship in the South: A Report of Four States 1980-85, p. 10
(Reprinted with the permission of the ACLU)

The ACLU four-state survey compared responses from the public school librarians with the findings from the 1980 AAP/ ALA/ ASCD jointly sponsored national survey to ascertain any increases over 1980 results in challenges to public school library materials and actual removal, restriction, or alteration of materials. Some of the significant findings of the ACLU study were:

- of the 940 school librarians responding, 290 (30.9 percent) reported challenges since 1980;

- of the 290 respondents citing challenges, 94.8 percent of the challenges were against books;

- parents were responsible for 214 challenges (73.8 percent), teachers 51 (17.6 percent), and administrators 33 (11.4 percent);

- the challenged material was retained in 107 instances (36.8 percent), a drop from the 40 percent rate quoted in the 1980 national survey; restricted in 64 cases (22.0 percent); altered in 11 cases (3.8 percent); and removed in 107 cases (36.8 percent);

- 12.8 percent of the school librarians reported challenges to their libraries had increased since 1980,

23.8 percent reported challenges to their libraries had decreased, and 63.4 percent reported that the level of challenges had remained the same;

- o there appears to be no clear relationship between adoption of formal written policy and retention of challenged material; and

- o several respondents indicated that self-censorship may be widespread.

The ACLU four-state survey also questioned public libraries on their perceptions as to conditions in 1980 in order to obtain some data on public libraries. Among the findings from the 187 public libraries responding were:

- o 84 (44.9 percent) reported challeges since 1980;

- o in 72 instances (97.2 percent), the challenges came from individuals representing themselves;

- o challenged material was retained in 62 instances (73.8 percent); removed in 8 cases (9.5 percent); restricted in 7 (8.3 percent); and altered in 4 cases (4.8 percent);

- o 25 libraries (29.8 percent) reported a decrease in challenges since 1980; 9 libraries (10.7 percent)

reported an increase, and 50 libraries (59.5 percent) reported that challenges stayed the same.

Court Cases Involving Public School Library Censorship 1974-1984

Censorship efforts involving public school libraries have resulted in the filing of numerous court suits over the past decade. The National Coalition Against Censorship, based in New York City, operates a national clearinghouse for information about these cases, and Table IV summarizes significant court decisions for the period noted.

Table IV

Court Cases Involving Library Censorship
1974-1984

| Case | State | Issue | Court Decision | Outcome |
|---|---|---|---|---|
| Board of Education Island Trees v. Pico 457 U.S. 853 (1982) | New York | Removal of 11 books from school libraries by board members as anti-American, anti-Christian, anti-Semetic (sic), filthy and in bad taste. | U.S. Supreme Court ruled that it isn't permissible for a school board to remove books from school libraries simply because they don't like the ideas they contain. | (1) Books reshelved, but restriction of parental notification instituted.<br>(2) Restriction removed because it conflicted with state law. |
| Wexner v. Anderson Union High School District Oral argument May 6, 1983; Decision pending. | California | Removal by principal of two books from library and classroom use as not acceptable to the people of the District because of obscenities and sexual references. | Trial judge ruled books were not legally obscene and the school board therefore lacked authority to ban them. | (1) Books restored to library, but not to classrooms.<br>(2) Appeal by plaintiffs to restore books to classrooms.<br>(3) Appeal by school board of decision to restore books to library. |
| English v. Evergreen School District. Filed July 1983. Not decided. | Washington | Removal of over 30 books from school libraries, without notice to students or parents, or hearing as required by state of Washington's Open Public Meeting Act. | None. Negotiations towards settlement are under way. | School district put in place and implemented a policy on book challenges. |
| McKamey v. Mt. Diablo Unified School District (Contra Costa County Superior Court August 19, 1983) | California | Restricted access to high school library materials that contain references to birth control and abortion. | Superior Court ruled that the restriction violated student rights under the California Constitution. | School board accepted court decision. |
| Helena Citizens for Freedom of Expression v. Helena School District #1 (1980) | Montana | Banning of a book from a school library. | Case dismissed by U.S. District Court Judge for Montana March 19, 1980. | Book returned to library |
| Salvail v. Nashua Board of Education 469 F. Supp. 1269 (D.N.H. 1979) | New Hampshire | Banning of a magazine from a high school library. | U.S. District Court Judge for New Hampshire ruled that school board had violated students' First Amendment rights. | (1) Issues removed were replaced.<br>(2) Magazine subscription was restored. |

Table IV (continued)

Court Cases Involving Library Censorship
1974-1984

| Case | State | Issue | Court Decision | Outcome |
|---|---|---|---|---|
| **Minarcini v. Strongsville City District 541 F. 2d 577 (6th Cir. 1976)** | Ohio | Removal of three books from school libraries based on their content. Action upheld by U.S. District Court of Ohio. | Court of Appeals for the 6th District ruled that school boards cannot purge libraries of books based on ideological and political considerations. | Books ordered returned to library, or repurchased if not available. |
| **Bicknell v. Vergennes Union High School Board 475 F. Supp. 615 (D.Vt.) (1979)** | Vermont | Removal of books from a school library as obscene and restrictions on future library acquisitions. | Second District Court of Appeals found no evidence of First Amendment violation. | Board sustained in its removal of books and restricting of the purchase of library materials. |
| **Scheck v. Baileyville School Committee 530 F. Supp. 679 (D. Maine 1982)** | Maine | Removal of a book on Vietnam combat experiences from a high school library because of language used. | Federal District Court in Maine ordered book returned to library and awarded plaintiffs $14,000 in court costs. | (1) Strict procedures are now required for challenges to library materials.<br>(2) No restricted shelves are permitted.<br>(3) A court-appointed monitor will serve for seven years to ensure compliance. |
| **Right to Read Defense Committee v. School Committee of the City of Chelsea 454 F. Supp. 703 (D. Mass 1978)** | Massachusetts | Removal of an anthology of writings by adolescents from a high school library because of one parent's objection to language used. | U.S. District Court Judge in Massachusetts ordered the school board to restore the book to the library and enjoined the board from taking any action against the plaintiffs. | Return of the anthology to the library without restriction. |
| **Antoinette R. Maris v. Independent School District #728 Elk River (filed but not decided January 24,1983)** | Minnesota | Removal of five books from an elementary school library, and restriction of their use in a junior high school library, based on one parent's complaint about their language, explicit sex, and anti-religious content and sentiment. | Attorney's fees of $2,787.87 awarded in August 1983. | In response to the filing, the board:<br>(1) returned the books to the libraries.<br>(2) agreed to use a constitutionally sound process in dealing with future challenges. |

## III. FINDINGS AND CONCLUSIONS

After contacting many individuals and the seventeen organizations listed in Appendix A and after reviewing the literature, three sets of data covering the 1975-1985 period were identified. These three sets of data differ: one was drawn from publicly available information in a newsletter; the second from a national survey of public school libraries; and the third from a four-state study of public and public school libraries. Therefore it is difficult to draw definitive conclusions. For example, the OIF data indicate a decline from the beginning of the period of the study to 1978 (in titles) or 1979 (in incidents), and an increase from the low in 1979 through 1982. Subsequent activity, as measured by these numbers, has remained fairly constant and above the levels seen at any time in the previous ten years. In contrast, the AAP/SLA/ASCD 1980 national survey of the two school years preceding June 1980 indicates that about half of the respondents reporting challenges found the rate of such incidents unchanged between 1976 and 1980. The 1980 survey asked respondents to indicate whether they believed challenges had increased, decreased, or stayed the same; while the OIF data are based on incidents reported in the media. Several interesting findings are reported in the studies, and some conclusions can be drawn from them. The findings and conclusions include the following:

1. Incidents of challenges to public and public school library materials between 1975 and 1985 reported in the

media indicated that after a decrease between 1975 and 1979, challenges increased, peaking in 1982 and then remaining fairly constant since 1983 and at a higher level than any time since 1975, except for the peak in 1982.

2. Only a small percent (estimated at 15 percent in a national survey) of the total number of incidents of attempts to remove library materials are reported in the media.

3. All regions of the country reported challenges and the challenges were reported by locales of all sizes.

4. As recently as a decade ago, almost no case law existed in the area of library censorship, but now there is a substantial and growing body of case law on public school library censorship attempts.

5. The number of challenges was higher for public school libraries than for public libraries consistently across the decade.

6. Challenged publications included materials for all grade levels (occurring more frequently at higher grade levels) and publication dates ranging from the 16th century (Shakespeare's The Merchant of Venice) through

the 1980's.

7. School library materials in the four states studied were challenged more often than classroom materials and were more often changed as a result of challenges.

8. Results of the four-state survey indicated that challenged materials in public libraries were usually retained, but in school libraries most challenged materials were restricted, altered, or removed.

9. While the 1980 national study results indicated that formal written policies do affect the outcome of challenges, for school libraries responding from the four states surveyed, there appeared to be no clear relationship between adoption of formal written policy and retention of challenged material.

10. Public libraries responding to the four-state survey indicated that nearly all (97.2 percent) of the challenges came from individuals representing themselves and not representing any group.

11. A review of the literature shows that librarians are developing more effective strategies to deal with censorship attempts. These include forming coalitions with national and local groups to counter the attempts

of would-be censors; anticipating and preparing responses to censorship attempts; and using the media more effectively to publicize the libraries' points of view on censorship questions.

12. A review of the literature has produced little information on society's response to attempts to remove material from school and public libraries. A large scale study, including a nationwide survey could provide that information.

APPENDIX A

ORGANIZATIONS CONTACTED IN THE CONDUCT OF THE STUDY

American Civil Liberties Union

American Enterprise Institute

American Legal Foundation

American Library Association

Association of American Publishers

Authors League of America

Citizens for Decency Through Law (formerly Citizens for Decent Literature)

Eagle Forum

Educational Research Analysts

Ethics and Public Policy Center

Free Congress Research and Education Foundation

Heritage Foundation

Liberty Federation (formerly Moral Majority)

National Council of Teachers of English

PEN American Center, American Right to Read Project

People for the American Way

Washington Legal Foundation

## Appendix B

**The following is a partial list of the challenged materials cited by survey respondents. Many respondents who reported challenges did not identify the materials challenged. Others gave titles in such cryptic form that they cannot be clearly identified. Still other respondents used generic terms to identify challenged materials, for example: "an advanced biology text," "all science textbooks," "history books"; "books on divorce, evolution, English, creationism, health," etc. None of these items are included in the following list.**

**Items cited by more than one respondent are indicated by an asterisk in the grade-level column. Materials which were removed from the school or whose availability to students was otherwise limited as a result of challenges are marked in the appropriate column. (Here, as earlier in the report, materials were not considered restricted for general use if respondents indicated that the challenge was resolved by the offering of an "alternate assignment at parent's request.")**

## PARTIAL LIST OF CHALLENGED MATERIALS

| Challenged Material | | Grade Level | | | | Restricted, Altered, or Removed |
|---|---|---|---|---|---|---|
| | | K & Lower Ele. | Upper Ele. | Jr. High | Sr. High | |
| Allard, Harry | *Stupids Step Out* | X | | | | X |
| *American Cartoon Album, The* | | | | X | | X |
| *American Heritage Dictionary*, | 1969 ed. | | | | X | |
| Andress, Lesley | *Caper* | X | X | | X | |
| Anonymous | *Go Ask Alice* | | X | X* | X* | X |
| Anson, Jay | *The Amityville Horror* | | | X | | X |
| Asimov, Isaac | *Isaac Asimov's Treasury of Humor* | | | | X | |
| Babbitt, Natalie | *The Devil's Storybook* | | X | | | |
| *Baby Brother* | | | X | | | X |
| Bannerman, Helen | *Little Black Sambo* | X | | | | X |
| Benchley, Peter | *Jaws* | | | X | | X |
| Benford, Gregory | *In the Ocean of Night* | | | X | | X |
| Berrigan, Daniel | *Trial of the Catonsville Nine* | | | | X | |
| Bently, Thomas | *Adventures of A Young Outlaw* | | X | | | X |
| Bishop, Claire H. | *The Five Chinese Brothers* | X* | | | | X |
| Blume, Judy | *Are You There, God? It's Me, Margaret* | X* | X* | X* | | |
| —— | *Blubber* | | X* | | | |
| —— | *Deenie* | | X* | X* | | X |
| —— | *Forever* | | | X* | X* | X |
| —— | *It's Not the End of the World* | | X* | X* | | X |
| —— | *Starring Sally J. Freedman As Herself* | | X* | | | |
| —— | *Then Again, Maybe I Won't* | | X* | X* | | X |
| —— | *Wifey* | | | X* | | X |
| Bomans, Godfried | *Wily Witch & All The Other Fairy Tales* | | X | | | X |

Source: Limiting what students shall read, pp. 31-39 (reprinted with the permission of AAP/ALA/ASCD)

| Challenged Material | | Grade Level | | | | Restricted, Altered, or Removed |
|---|---|---|---|---|---|---|
| | | K & Lower Ele. | Upper Ele. | Jr. High | Sr. High | |
| Bonners, Susan | *Panda* | X | | | | |
| Boston Women's Health Book Collective | *Our Bodies, Ourselves* | | | | X* | X |
| Bradbury, Ray | Vacation (Film) | | X | | | |
| Bradsky, Mimi | *The House at 12 Row Street* | X | | | | |
| Brandwein, Baur, et al. | *You As An Individual* (Film) | | | X | | |
| Branscum, Robbie | *Johnny May* | X | X* | | | X |
| Brautigan, Richard | *The Pill vs. The Springhill Mine Disaster* | | | X | | X |
| —— | *The Revenge of the Lawn* | | | X | | X |
| Bricklin, Mark | *The Practical Encyclopedia of Natural Healing* | | | | X | |
| Briggs, Raymond | *Father Christmas* | X* | X | | | X |
| Brown, Claude | *Manchild in the Promised Land* | | | X | X | |
| Buryn, Ed | *Vagabonding in the U.S.A.* | | | | X | X |
| Chamberlain, Wilt | *Wilt Chamberlain* | | | X | | X |
| Chelminsky, Rudolph | *Paris* | | | X | | X |
| Chittum, Ida | *Tales of Terror* | | X | X | | |
| *Christmas Deer* (Film) | | X | X | | | |
| *Christmas Story* | | X | | | | X |
| Cleaver, Eldridge | *Soul on Ice* | | | | | |
| Clifton, Lucille | *Amifika* | X | | | | |
| Colby, C. B. | *Colby—2nd WW Aircraft* | | X | | | |
| Cole, William | *Oh, That's Ridiculous* (Film) | | | | | X |
| Colman, Hilda | *Diary of a Frantic Kid Sister* | | X | X | | X |
| Coombs, Patricia | *The Magic Pot* | X | | | | |
| Coppel, Alfred | *Thirty-Four East* | | | | X | |
| Corbett | *Mystery* (Film) | | X | | | X |
| Corley, Edwin | *The Genesis Rock* | | | | X | X |
| Corman, Avery | *Kramer vs. Kramer* | | | | X | |
| Cormier, Robert | *The Chocolate War* | | | | X | |
| Cosby, Bill | *Bill Cosby on Prejudice* (Film) | | | | X | X |
| D'Arcy, Anne Jeanne | *One Woman's War on VD in the Nursery School* | | | | X | |
| Darrow, Whitney | *I'm Glad I'm A Boy, I'm Glad I'm A Girl* | X | | | | X |
| Davenport, Basil | *Famous Monster Tales* | | X | X | | X |
| Davies, Peter | *Fly Away Paul* | | | X | | X |
| Davies, Hunter | *The Beatles* | | | | X | |
| DeFelitta, Frank Paul | *Audrey Rose* | | | | X | X |
| Diagram Group | *Man's Body* | | | | X | X |
| *Dictionary of Slang* | | | | X | X | X |
| Donovan, John | *I'll Get There, It Better Be Worth the Trip* | | | | | |
| Eagan, Andrea B. | *Why Am I So Miserable If These Are the Best Years of My Life?* | | X | | | |
| *Ebony Magazine* | "Ray Charles' Sex Life" | | X | | | |
| Elfman, Blossom | *The Girls of Huntington House* | | X | | | X |
| Ellison, Harlan, ed. | *Again, Dangerous Visions* (Film) | | | | X | X |
| Elwood, Roger | *Future City* | | | X | | |
| Emrich, Duncan | *The Hodgepodge Book* (Film) | | X | | | |
| *Esquire* Magazine | | | | | X | X |
| *Essence* Magazine | | | | X | X | X |
| Eyerly, Jeannette | *He's My Baby Now* | | | | X | |
| *Families* | | | | X | | |
| *Family Living* (Film) | | | | | X | X |
| *Family Living* Pamphlets | | | | | X | |
| Fields, Jeff | *A Cry of Angels* | | | X | | |
| Fitzhugh, Louise | *Bang Bang, You're Dead* | X* | | | | X |

| Challenged Material | | Grade Level | | | | Restricted, Altered, or Removed |
|---|---|---|---|---|---|---|
| | | K & Lower Ele. | Upper Ele. | Jr. High | Sr. High | |
| *Flannery* (Film) | | | | | X | X |
| French, Marilyn | *The Women's Room* | | | | X | |
| Fromm, Erich | *The Art of Loving* | | | | X | X |
| Ginn & Company | *Literature 7 and Literature 8* | | | X | | |
| —— | *Responding Series* | | | | X | X |
| Godey, John | *The Snake* | | | X | X | X |
| Goodby | *Great Shark Stories* (Film) | | | X | | X |
| Gordon, Sol | *You: The Psychology of Survival* | | | | X | X |
| Govt. of South Africa | *South Africa* (Film) | | | | | |
| Gray, Genevieve | *Ghost Story* (Film) | X | | | | |
| Greene, Constance | *I Know You, Al* (Film) | | | X | | |
| Haining, Peter | *Necromancers* | | X | | | X |
| Hall, Lynn | *Sticks and Stones* | | | X | X | X |
| Hannam, Charles | *A Boy In That Situation* | | X | | | |
| Harcourt Brace Jovanovich Inc. | *Level I Reader* | X | | | | |
| Hawthorne, Nathaniel | *The Scarlet Letter* | | | | X | |
| Head, Ann | *Mr. and Mrs. Bo Jo Jones* | | | | X | |
| Hemingway, Ernest | *A Farewell to Arms* | | | | X | |
| Henry, Marguerite | *The Little Fellow* | X | | | | |
| Hentoff, Nat | *This School Is Driving Me Crazy* | | X | X | X | X |
| Hesse, Herman | (Several titles) | | | X | | |
| Hinton, S. E. | *The Outsiders* | | | X | X | X |
| Hoenig, Gary | *Reaper: The Inside Story of a Gang Leader* | | | | X | |
| Hoffman, Elizabeth | *This House Is Haunted* | | X | | | X |
| Holt Data Bank 4th Grade Text | *Inquiring into Culture* | | X | | | |
| Hooks, William H. | *The Seventeen Gerbils of Class 4-A* | X | | | | |
| Humanities, Center for | *How To Live With Your Parents and Survive* (A-V material) | | | | | |
| Hunter, Evan | *Sons* | | | | X | X |
| Huxley, Aldous | *Brave New World* | | | | X | X |
| *Illicit and Licit Drugs* | | | | | | |
| Ipcar, Dahlov | *Cat Come Back* | | X | | | X |
| Jackson, Shirley | *The Lottery* (Film) | | | X* | X | X |
| Johnson, Eric W. | *Sex: Telling It Straight* | | | X | | |
| *Junior Great Books Reading and Discussion* | | | | X | X | |
| Kantor, MacKinley | *Valley Forge* | | | | X | X |
| Kennedy, Richard | *Inside My Feet: The Story Of A Giant* | X | X | | | |
| Keogh, Rash J. | *Drugs, Alcohol, and Tobacco* (Film) | | X | | | |
| Kerr, M. E. | *Dinky Hocker Shoots Smack* | | | X | | |
| Kesey, Ken | *One Flew Over the Cuckoo's Nest* | | | | X | |
| King, Stephen | *Salem's Lot* | | | | X | |
| —— | *Carrie* | | | | X | |
| Kingston, Jeremy | *Witches and Witchcraft* | | | | X | X |
| Klein, Norma | *It's Not What You Expect* | X* | | | | X |
| —— | *Naomi in the Middle* | X | | | | X |
| —— | *Tomboy* | | X | | | X |
| Knight, David C. | *Poltergeists: Hauntings and the Haunted* | | X | | — | X |
| Le Guin, Ursula K. | *The Left Hand of Darkness* | | | | X | |
| Levine, Joan Goldman | *The Santa Claus Mystery* | X | | | | |
| Levitin, Sonia | *The Mark of Conte* | | X | | | |
| Lewis, Elby | *There Are Two Lives: Poems by Children of Japan* | | | X | | |
| Lexau, Joan M. | *Benjie On His Own* | | X | | | |

| Challenged Material | | Grade Level | | | | Restricted, Altered, or Removed |
|---|---|---|---|---|---|---|
| | | K & Lower Ele. | Upper Ele. | Jr. High | Sr. High | |
| Lindgren, Astrid | *Children on Troublemaker Street* (Film) | | X | | | X |
| *The Littlest Angel* (Film) | | X | X | | | |
| Lowry, Lois | *Find A Stranger, Say Goodbye* | | | | | X |
| McCary, James | *Human Sexuality* (Film) | X | | X | X | X |
| McCullough, Colleen | *The Thorn Birds* | | | | X | X |
| MacDongell | *The Cheerleader* | | | | X | X |
| McKuen, Rod | (Several titles) | | | | | |
| MacLean, Alistair | *Goodbye, California* | | | X | | X |
| McNally, Terrence | *Bringing It All Back Home* | | | | X | |
| *Mad* Magazine | | | X | | | X |
| *Mademoiselle* Magazine | | | | | X | X |
| *Man: A Course of Study* (Film) | | | | X | | X |
| *Man, Myth & Magic* | | | | | X | X |
| Manley, Seon, and Gogo Lewis | *Sister of Sorcery* | X | | | | |
| Mayer, Henry | *A Baby Is Born* (Film) | X | | | | |
| Mazer, Norma F., and Harry Mazer | *Solid Gold Kid* | | | X | | |
| Meriwether, Louise | *Daddy Was a Numbers Runner* | | | X | | X |
| Millhiser, Marlys | *The Mirror* | | | | X | X |
| Minear, Richard | *Through Japanese Eyes* | | | X | | |
| Moon, Man, Otto | *The New Biology* (Film) | | | | X | |
| Morrison, Lillian | *Best Wishes, Amen: A New Collection of Autograph Verses* | X | | | | X |
| Myers, Walter D. | *Fast Sam, Cool Clyde, & Stuff* | | X | | | |
| Naylor, Phyllis R. | *The Witch's Sister* (Film) | X | | X | | |
| Neufeld, John | *For All the Wrong Reasons* | | | X | | X |
| Nilsson, Lennart | *How Was I Born? A Photographic Story of Reproduction and Birth for Children* | | X | | | X |
| Noel, Janet | *The Human Body* | | | X | | |
| Orgel, Doris | *The Devil in Vienna* | | X | | | |
| Orwell, George | *1984* | | X | X | | |
| *PP&L Screening Digest* Magazine | *Energy Channel* (Film) | | | X | | X |
| *Parents* Magazine | | | X | X | | X |
| Parks, Gordon | *The Learning Tree* | | | | X | |
| Paterson, A. B. | *The Man from Ironbark* | X | | | | |
| Paterson, Katherine | *Bridge to Terabithia* | | X | | | |
| Peck, Richard | *Are You in the House Alone?* | | | X | | |
| Peck, Robert N. | *A Day No Pigs Would Die* | | X* | X* | | |
| —— | *Soup* | | X | | | |
| Perkins, Al | *Don and Donna Go to Bat* | X | | | | X |
| Pevsner, Sheila | *Footsteps on the Stairs* | | X | | | |
| —— | *Keep Stompin' Till the Music Stops* | | X | | | |
| Planned Parenthood | *The Key to Your Future* (Film) | | | X | X | X |
| Platt, Charles | *Twilight of the City* | | | | X | X |
| Pomeroy, Wardell B. | *Girls and Sex* | | | X | X | X |
| Pronzini, Bill | *Snowbound* | | | | X | X |
| Puzo, Mario | *The Godfather* | | | | X | |
| Raucher, Herman | *Summer of '42* | | | | X | |
| Rayner, Mary | *Mr. & Mrs. Pig's Evening Out* | X | | | | |
| Reiff, Stephanie Ann | *Visions of the Future: Magic Numbers & Cards* | X | | | — | |
| Rhine, J. B., and J. G. Pratt | *Parapsychology: Frontier Science of the Mind* | | | | X | |
| Roberts, Nancy | *Appalachian Ghosts* | | X | X | | |
| Roberts, Willo D. | *Don't Hurt Laurie* | | X | | | |

| Challenged Material | | Grade Level | | | | Restricted, Altered, or Removed |
|---|---|---|---|---|---|---|
| | | K & Lower Ele. | Upper Ele. | Jr. High | Sr. High | |
| —— | *View From the Cherry Tree* | | | X | | |
| Roden, Cuban | *Promise of America* | | | X | | |
| Roth, Philip | *Portnoy's Complaint* | | | | X | |
| Roughsey, Dick | *The Giant Devil-Dingo* | X | | | | |
| Royko, Mike | *Boss: Richard J. Daley of Chicago* | | | | | |
| Sachs, Marilyn | *Bears' House* | | X | | | |
| Salinger, J. D. | *The Catcher in the Rye* | | | | X* | X |
| Samuels, Gertrude | *Run, Shelley, Run* | | | X* | | X |
| Scholastic | *Scholastic Book of Ghosts* | | X | | | |
| Schul, Bill, and Ed Pettit | *Secret Power of the Pyramids* | | | | X | |
| Scoppeitone, Sandra | *Trying Hard to Hear You* | | | X | X | X |
| Segal, Eric | *Love Story* | | | X | X | X |
| Selden, George | *The Genie of Sutton Place* | | X | | | |
| Sendak, Maurice | *Where the Wild Things Are* | | | | | |
| —— | *In the Night Kitchen* | X* | | | | X |
| Shakespeare, William | *The Merchant of Venice* | | | | X | |
| *Shapes of Things Unknown* (Film) | | | | X | | X |
| Shearer, John | *I Wish I Had An Afro* | | X | | | |
| Sheehy, Gail | *Passages* | | | | X | X |
| Shepard, Ray A. | *Sneakers* | | X | | | |
| Shulman, Alix K. | *Memoirs of An Ex-Prom Queen* | | | | X | |
| Simon, Sidney | *Values Clarification* | | | | X | |
| Snyder, Anne | *My Name Is Davy: I'm An Alcoholic* | | | | X | |
| Snyder, Zilpha K. | *The Witches of Worm* | | X* | | | |
| Solzhenitsyn, Alexander | *One Day in the Life of Ivan Denisovich* | | | X | X* | |
| *Sports Illustrated* Magazine | | | X* | X* | X | X |
| Stanley, Michael | *The Swiss Conspiracy* | | | | X | |
| Staurianos, L. S. | *Man the Toolmaker* (Film) | | X | | | |
| Steinbeck, John | *The Grapes of Wrath* | | | | X | |
| —— | *Of Mice and Men* | | | X | X* | X |
| Steptoe, John | *My Special Best Words* | X | | | | X |
| *Sunshine* | | | | X | | |
| *Superman* | | | | | | X |
| Taves, Isabella | *Not Bad For a Girl* | | X | | | X |
| Terkel, Studs | *Working* | | | | X | X |
| Thomas, Marlo | *Free to Be—You and Me* | X | | | | |
| Thompson, Thomas | *Richie* | | | X | X | X |
| Tibbits, Albert B. | *Let's Dance* | | X | | | X |
| Toffler, Alvin | *Future Shock* (Film) | | | X* | | X |
| *The Toilet* | | | | X | | X |
| Twain, Mark | *Huckleberry Finn* | | X* | X* | X | |
| *The Twelve Days of Christmas* | | | | X | | |
| *UFOs* (Film) | | | X | | | |
| Ungerer, Tomi | *Zeralda's Ogre* | X | | | | |
| Vandermeer, Ron and Atie | *Oh Land!* | X | X | | | |
| Vasiliu, Mircea | *Once Upon A Pirate Ship* | X | | | | |
| Vonnegut, Kurt Jr. | *Breakfast of Champions* | | X | | | X |
| —— | *God Bless You, Mr. Rosewater* | | | | X | X |
| Wahl, Jan | *Crabapple Night* | X | | | | X |
| *Webster's Collegiate Dictionary* | | | | X | | X |
| Weekly Reader | *Our Freedom* | | X | | | |
| White, E. B. | *Stuart Little* | X | | | | |
| Wilder, Laura I. | *Little House in the Big Woods* | | X | | | |
| *Winter of the Witch* (Film) | | X | | | | X |
| Wojciechowska, Maja | *Tuned Out* | | | X | | |
| Wolcott, Patty | *Super Sam and the Salad Garden* | X | | | | |
| Wolfe, Tom | *Electric Kool-Aid Acid Test* | | | X | | X |
| Woods, George A. | *Catch A Killer* | | | X* | | |
| Zindel, Paul | *My Darling, My Hamburger* | | | X* | | X |

Appendix C

## SELECTED BIBLIOGRAPHY OF WORKS RELATED TO CENSORSHIP IN PUBLIC AND PUBLIC SCHOOL LIBRARIES

American Civil Liberties Union. Censorship in the South: A report of four states 1980-85. NY: American Civil Liberties Union, 1985.

Presents the results of a survey of every public library and public school library in the states of Georgia, Tennessee, Louisiana, and Alabama. The findings are compared with a 1980 nationwide survey conducted by the American Library Association and other organizations. Despite a wide use of written selection policies and re-evaluation procedures, the survey reports an increase in censorship efforts over the 1980 survey with public school library material being more often removed or altered. While public libraries reported a larger number of challenges, the challenged material was retained more often. The survey notes a widespread use of self-censorship by school librarians not purchasing material that is, or may be, controversial.

American Library Association. Office for Intellectual Freedom. Censorship litigation and the schools. Chicago: American Library Association, 1983.

Proceedings of a colloquium held in January 1981. Attendees were attorneys and organizations opposing school book censorship. Topics included relevant social and political trends, the role of the American library, current censorship activities, and appropriate responses to them. A thought-provoking discussion of strategies to follow in using litigation to combat censorship, and a pragmatic view of the problems to anticipate.

_____. Intellectual freedom manual, 2nd ed. Chicago: American Library Association, 1983.

An annotated bibliography of 13 titles on censorship published between 1965 and 1983.

ALA, NYLA file appeal brief in Island Trees Case. Newsletter on intellectual freedom 29 (1), January 1980.

Presents excerpts from the friend of the court brief filed with the U.S. Court of Appeals for the Second Circuit, in the federal suit over the censorship of the Island Trees Long Island school library. The brief, which urged the appellate bench to reverse the lower court's ruling in favor of the school board, makes the point that the issue of the right of school authorities to exercise substantial control over education is not in question,

since a library is not a classroom, and a library collection is not a curriculum.

ALKI: The Washington library association journal 1 (1), March 1985.

The Intellectual Freedom Issue of the Washington Library Association Journal. Included are an editorial on the need to defend all materials attacked, and articles on the efforts of local groups in communities in the State of Washington to ban periodicals, books, and videocassettes.

Allen, Jo Ellen and Schlafly, Phyllis (eds.) Bibliography on contemporary issues. Washington, DC: Eagle Forum Education & Legal Defense Fund, 1984.

A selected list of books on major contemporary issues, written from what the authors call the "conservative point of view," which the authors claim are subject to banning by public libraries. The "Foreword" by Schlafly presents the "conservative and pro-family" view governing the selection.

Ashmore, H. S. (ed.) The William O. Douglas inquiry into the state of individual freedom. Boulder, CO: Westview Press, 1979.

A review of the 36-year career on the Supreme Court of Justice Douglas, and his opinions on 1200 decisions. The book deals with four basic topics: (1) aspects of human behavior that are immune from government regulation; (2) individual freedom and law enforcement; (3) freedom and governmental expenditures; and (4) freedom and government control of private power.

Association of American Publishers, American Library Association, and Association for Supervision and Curriculum Development. Limiting what students shall read. Washington, DC: Association of American Publishers, 1981.

A nationwide survey conducted in 1980 to provide comprehensive data on the relationship between the censorship problem and the selection process. Findings revealed that censorship is widespread. Of libraries responding to the 52-item questionnaire, one-third reported challenges in the preceding year. Problems were identified in all types of communities, and library books were challenged most often.

Bollier, D. Liberty and justice for some. NY: Frederick Ungar, 1983.

A publication sponsored by People for the American Way. Contains lists of readings on the following topics: Library policies, school textbooks and curricula, sex education, creationism, school prayer, the pro-family movement, and the courts. Readings on each topic include works presenting anti-censorship views, and also a list of works by authors on the radical right.

Bosmajian, H. Censorship, libraries, and the law. N.Y.: Neal Schuman, 1983.

The Constitution contains no mention of the freedom to read, and the Supreme Court never decided a case dealing directly with library censorship until 1982. In the interim, however, cases involving censorship reached the lower courts, and with no firm guidelines, judges often reached different conclusions, even based on identical facts. This work provides thorough documentation on school library censorship cases since 1924. Factual background, discussion, and opinions are outlined for each case. Introduction by Nat Hentoff.

Bradley, J. T. Censoring the school library: Do students have the right to read? The Connecticut law review (10) 3, 1978.

Discusses censorship and book selection, focusing on a constitutional formula through which the First Amendment rights to read may be ensured without damaging school boards' interest in the selection of instructional materials.

Bridgman, A. Censors increasingly attacking "realistic" books, author says. Education week, September 19, 1984.

Summary of a panel discussion held at the Banned Books Week luncheon sponsored by the May Group, an informal network of organizations concerned about censorship in public schools and libraries that was formed by People for the American Way. Problems identified included censorship of young adult books.

Broderick, D. M. Adolescent development and censorship. In School library media annual 1983, vol. 1. edited by Shirley L. Aaron and Pat Scales. Littleton, CO: Libraries Unlimited, 1983.

It is the author's view that the idea of adolescent conflict with parents and other adults was not part of the literature prior to the 1960s. Before that time, parents in books for teenagers were all but invisible. The focus of the plot was on the personal life of the central character, not on the character's interaction with other people and social problems. Popular authors today, by contrast, focus on problems that adolescents experience. Broderick says that contemporary books help adolescents to gain insight into themselves, but that these books will continue to be objects of censorship until adults understand this.

Bundy, M. L. and Stakem, T. Censorship in Missouri: a survey. Show me libraries 33 (3), December 1982.

Between January 1980 and June 1982, 158 public libraries were surveyed. Of the 77 responding, 27 had received challenges; and 27 per cent of those challenges were successful. In 71 per cent of the libraries, a policy was in effect to deal with challenges. Books were most often challenged, followed by magazines. Researchers concluded that the greatest effect of censorship

efforts would be to restrict library purchases, which 34 per cent of libraries already were doing.

_____. Librarians and intellectual freedom: are opinions changing? Wilson library bulletin 56 (8), April 1982.

A report of a survey showing that 95 per cent of librarians believe a chief commitment of professional librarians should be to intellectual freedom for everyone and reject the idea that librarians should be careful about carrying materials that challenge the status quo. Most (92 per cent) said parents, not librarians, should take responsibility for children's reading.

Burgess, C. Social, psychological, and demographic characteristics of adults with a disposition toward library censorship. Omaha, NB: Department of Psychology, University of Nebraska, 1983.

This survey identified the significant variables related to censorship attitudes as education, age, income, occupation, religion, political orientation, geographic area of residence, and personal happiness. Social class, race, and gender were found to be insignificant. Those advocating censorship tended to be older, less educated, and more likely to be low-income blue-collar workers and farmers.

Burress, L. Books under attack in the American school system 1963-1985. Urbana, IL: National Council of Teachers of English, 1985.

Findings from three state and 13 national surveys, taken at intervals during the period. Contains a list of 836 books attacked. Burress notes that none of the books is known to have been ruled obscene by a court. He stresses the need to defend every title attacked, since each is representative of many other similar titles. Books included, many of which have been burned in a number of communities, are mostly by Americans. According to NCTE, these books are by some of the best American and English writers.

_____. Summary report of a survey of censorship pressures on the American high school, 1982. Urbana, IL: National Council of Teachers of English, 1983.

Findings from a survey of a sample of 2200 high school librarians in the United States, in large, medium-sized, and small schools. Respondents reported an increase in censorship pressures. In contrast to similar surveys conducted by the author in 1966, 1973, and 1977, this survey revealed a high percentage of challenges (17 per cent) from organized community groups. (They had been the source of only 1 per cent of challenges in previous surveys.)

Busha, C. H. (ed.) Censorship in the eighties. Drexel library quarterly 18 (1), Winter 1982.

A compilation of eight articles on issues related to intellectual freedom and the censorship of library materials in American history and in contemporary life. Includes a bibliography of works from 1970 to 1981. Informative articles on the role of the Moral Majority, self-censorship by librarians, and the interpretations of the Library Bill of Rights are included.

"Censorship and the public schools: who decides what students will read?" Education update 6 (3), July 1982.

A counter-argument to the claim by the Office of Intellectual Freedom of the American Library Association, that censorship in public schools and libraries is rising and who is responsible for it.

Charnes, R. Social justice in children's materials: a look at Interracial Books for Children Bulletin. The serials librarian 9 (1), Fall 1984.

The Council on Interracial Books for Children is concerned with bias in children's literature. This article discusses the origins and development of the organization, the Bulletin it publishes, and its controversial role in the world of children's materials. The Council sees itself as seeking the presentation in children's books of perspectives that often are ignored, such as those of minorities, women, and the elderly.

Cloonan, M. V. The censorship of the Adventures of Huckleberry Finn: an investigation. Top of the news 40 (2), Winter 1984.

A two-part article exploring the reason why Twain's book has been continuously censored from 1885 to the present. Part I examines the historical precedent for the censorship of library materials in the U.S., and discusses the ambiguous decision in Pico v. Island Trees. Part II discusses specific censorship attempts.

Coburn, R. S. The big deal about Blume. The Washington Post Magazine, June 18, 1985.

A discussion of the work of this controversial author of young adult books. Blume says that her books are not immoral, but merely reflect the true concerns of adolescents.

Conable, G. M. and Conable, I. H. School censorship in Clark County. ALKI: The Washington library association journal, 1 (1), March 1985.

A discussion of the efforts of librarians and parents to change policies and practices of area school districts in Clark County that had led to the banning or restriction of library books. The authors say that fighting censorship has promoted the professional growth of librarians involved, developed a solid network of support across the county, and made right-to-read issues more visible.

Conservative periodicals: where are they? (Special Report) Montebello, CA: Propaganda Research Institute, 1985.

Results of a survey of 16 small, medium and large public libraries in California to assess their holdings of 12 conservative journals. The report notes that libraries do not purchase these journals because they are not indexed or abstracted in standard reference tools, hence users are being denied access to a complete spectrum of ideas. It is suggested that conservative publishers may have to create their own specialized reference works, and also recommends that librarians push for coverage in standard reference tools.

Cook, E. H. School library and textbook censorship: a selected bibliography. Monticello, IL: Vance Bibliographies, 1983.

An unannotated bibliography of works dealing with censorship of school library books and textbooks. The author states in the introduction that the teacher and librarian are caught between those who say there should be no restrictions, and those who say there should. She feels that the issue of censorship will not disappear as long as there are public schools in America, because parents will continue to be concerned about what their children read.

Davis, J. E. Dealing with censorship. Urbana, IL: National Council of Teachers of English, 1979.

Intended for English teachers, this is a collection of 18 essays that includes information on censorship activities by a number of groups who seek to influence curricula and library and textbooks in American schools. Contains advice for educators on both dealing with and preventing censorship actions. Good bibliography included.

Dennis, E. E., et al. Justice Hugo Black and the First Amendment. Ames, IO: Iowa University Press, 1978.

A collection of essays, most by well-known journalists, on the impact of Justice Black's opinions on First Amendment law. The authors point out that Black steadfastly insisted, in the face of enormous pressure, that the Constitution was clear in its directive that the Congress should pass no law abridging freedom of speech. They also show that this literal interpretation has its limitations, as was evident in some of Black's own opinions.

Downs, R. B. and McCoy, R. C. The first freedom today: critical issues relating to censorship and to intellectual freedom. Chicago, IL: American Library Association, 1984.

A survey of the historical and constitutional contexts of intellectual freedom and censorship. Discusses school libraries and censors of the right and left and the common sources of their complaints. Contributors include Malcolm Cowley, Louis Nizer, Stephen Jay Gould, Art Buchwald, and Tom Wicker.

Ernst, Wanna. Censorship: an overview of what is happening in school library media centers and other areas of education. In School library media annual 1984 vol. 2, edited by Shirley L. Aaron and Pat Scales. Littleton, CO: Libraries Unlimited, 1984.

Reviews current literature on censorship; summarizes the findings of recent surveys; and reports a variety of opinions on censorship issues, including some critical of the Office for Intellectual Freedom of the American Library Association. Describes reports of efforts of conservative groups to influence library holdings; and discusses the self-censorship activities and teachers, as reflected in the literature. Sumnmarizes the Pico case and cases involving the secular humanism controversy. Provides suggestions for dealing with censorship and includes a bibliography of sources consulted.

Fitzgibbon, S., et al. Selection and censorship in Indiana school libraries. Indiana media journal 6 (2), Winter 1983.

Findings from a state-wide survey by the Association of Indiana Media Educators (AIME) conducted in order to: (1) gather data on the number of schools with formal selection policies and procedures; (2) ascertain the number and type of challenges to materials occurring in the previous five years; and (3) assess how AIME could assist its members in dealing with censorship.

Gallatly, P. (ed.) Sex magazines in the library collection: a scholarly study of sex in serials and periodicals. NY: Haworth Press, 1981.

A supplement to The Serials Librarian, Vol. 4, 1979/1980, this book is intended for librarians seeking information on sexually related periodicals for the general library collection. Some contributors suggest restricting access to such materials.

Giacoma, P. When librarians fight, the media respond: intellectual freedom faces "Crossfire." Newsletter on intellectual freedom 29 (4), July 1980.

An account of the successful efforts of Davis County, Utah, librarians to gain public and media support by demonstrating that the library community has a viable position on intellectual freedom and is prepared to defend it. Librarians appeared on the television show "Crossfire" to debate Citizens for True Freedom, who sought to ban a novel in the library collection.

Hawkins, G. B. Our West Point, Mississippi, porno war. Washington Post, Outlook Section, June 18, 1985.

A first-person account by a resident of a community involved in a battle against censorship with Morality in America, Incorporated. Censorship opponents formed a counter group, "Commonsense Unlimited, Inc." Although a tiny group of only three, this group served as a successful rallying point for opposition to censor-

ship.

Heath, S. L. Coalition building resource book. Chicago: American Library Association, 1982.

A bibliography of works containing advice and information useful for librarians seeking to build coalitions with other concerned individuals and groups to resist censorship. Materials listed include books, articles, pamphlets and journals published from 1957 to 1982. Also included is a selection of works on procedures and policies for materials selection, and a list of relevant audiovisual aids.

Hentoff, N. Are the book banners helping your child? Family learning, July/August 1984.

Hentoff says that censorship is on the rise, citing cases in several states involving such books as The Diary of Anne Frank, Huckleberry Finn, etc. Each year teachers and librarians must defend more titles. Most resist the censors, but the latter are growing in numbers, and are active in all types of communities. He points to large loopholes in the "Island Trees" decision, expresses concern about self-censorship by librarians, and suggests that parents concerned about censorship organize.

_____. The first freedom: the tumultous history of free speech in America. New York: Delacorte, 1980.

A book on First Amendment history, from the Alien and Sedition Acts of 1798, to the Skokie free speech case of 1978. A well-researched, scholarly discussion of complicated legal issues, written in a style accessible to the layperson.

Herman, N. (comp.) Intellectual freedom bibliography. Chicago, IL: Intellectual Freedom Committee, American Library Association, 1985.

Each year the Intellectual Freedom Committee publishes an excellent annotated bibliography of materials related to censorship published the previous year. In addition, unannotated bibliographies appear regularly in each issue of the Newsletter on Intellectual Freedom, as also do reviews of current books on censorship and related issues.

Hole, C. Who me, censor? Top of the news 40 (2), Winter 1984.

The author points out that she and other librarians do, in fact, censor reading material whenever they make a decision to buy one book and not another; and that they do it on the basis of moral judgment, because that is the only way a human being can do it.

Hopkins, D. McF. A report of perceptions of censorship of materials in 1982-1983. Bureau for Instructional Media and Technology, Division for Library Services, Wisconsin Department of Public Instruction, 1983.

A report of a survey of departments of education in the United States and its territories. Of 39 responses received, 10 felt that censorship was increasing; 9 felt it was decreasing; and 18 that it had remained the same. Parents overwhelmingly were the complainants, and books the most often challenged materials. Most challenged materials were retained on the open shelves following review.

Jenkinkson, E. B. New wave of censorship hits Indiana town. Newsletter on intellectual freedom 28 (3), May 1979.

This article on book burning in Warsaw, Indiana, points out that the community does not interpret the incident as censorship or recognize any violation of First Amendment rights, even though teachers, students, and parents filed four separate complaints in federal courts, with two other suits probably pending. The school board banned the controversial book on values clarification and the class in which it was used. The book later was burned, and the teachers were subjected to harrassment as well.

_____. "Across the board" and "bed" are dirty words. Newsletter on intellectual freedom 28 (4), July 1979.

Discusses the complaints against the Random House Dictionary of the English Language College Edition. A high school English teacher complained that the book contained 23 vulgarities and filed a formal complaint in Broward County in 1976. It was removed from Anchorage schools in 1979, and later from the purchase lists of Texas schools, because of references to betting, which is illegal in Texas.

Johnson, G. D. Intellectual freedom in schools: a bibliography. Newsletter on intellectual freedom 28 (5), September 1979.

An annotated bibliography of 53 recent law journal articles on the First Amendment rights of teachers, librarians, and students in public schools and universities. Articles selected discuss virtually all recent developments in law pertaining to academic freedom. Includes an extensive discussion of the Supreme Court decision in Epperson v. Arkansas (1968), which declared unconstitutional an Arkansas statute making it illegal to teach the theory of evolution in schools in the state.

Kamm, S. Pressure groups and censorship: an annotated bibliography. Newsletter on intellectual freedom 30 (5), September 1981.

The 33 articles and books included in this list deal with the activities of groups that are exerting pressure on librarians, school administrators, and boards of trustees to force one point of view on others. Most works cited were published after 1978.

Katz, L. Bookbanning and the schools. New York, NY: American Civil Liberties Union, 1985.

This paper, prepared for a workshop at the 1985 Biennial Conference of the American Civil Liberties Union at the University of Colorado at Boulder, makes the point that attacks of the radical right on educational materials have made teachers and librarians confused and fearful and created a climate in which critical or creative thinking by students and teachers cannot take place. It discusses relevant court decisions, the Hatch Amendment, and the Secular Humanism Amendment.

Katz, L., ed. Censorship news: A newsletter of the National Coalition Against Censorship, 19, Fall 1984.

Topics discussed in this issue of this informative quarterly publication include the "School prayer bill," the Indiana decision on pornography, feminists and pornography, the Fairbanks public school library censorship case, and the Russell Sage Foundation report on free speech. The Foundation found that tolerance is a form of social learning, and that the urban people and the well-educated are most supportive of freedom of expression.

Keresey, G. School book club expurgation practices. Top of the news 40 (2), Winter 1984.

A discussion of the censorship activities of book clubs that censor books already in print, sometimes without authors' knowledge, before republishing them for sale in school book club editions. The Young Adult Services Division of the ALA has insisted that expurgated texts not be marketed as Best Books.

Kosinski, J. Against book censorship. Media and methods 12 (5), January 1976.

The author makes the point that book banners confuse literary works with instructional manuals, and regard readers as robots that will emulate whatever events are portrayed in the books they read.

LaHaye, Tim. The battle for the mind. Old Tappan, NJ: Fleming H. Revell, 1980.

The author, who is head of the American Coalition for Traditional Values, a Board Member of the Moral Majority and founder of the Christian Heritage College in San Diego, CA, states "This book is dedicated to explaining humanism in simple terms so that the man on the street can both understand its danger and be motivated to oppose it at the place it can be defeated--the ballot box." Includes a checklist for assessing the position on morals of political candidates and a recommended reading list. The book is also available as an audiotape.

Long Island School Media Association. Survey of County Libraries. March 1984.

400 questionnaires were sent to individual librarians represent-

ing 48 of the 59 districts in Nassau County. Thirty-one schools reported challenges, most from parents. Most complaints were resolved by the school administration. Young adult titles were most frequently challenged, but the American Heritage Dictionary also was challenged. In many instances, challenged materials were restricted or removed from collections.

Manley, Will. "Facing the public." Wilson library bulletin. 60 (5) January 1986.

The author asserts that librarians themselves have difficulties in separating the issues of intellectual freedom and censorship, and at the extreme, in defense of intellectual freedom will practice pre-selection censorship in order to avoid possible future controversy. The librarian should not be the jury and the judge. The author feels with established mechanisms in place in public libraries to handle challenged materials, should the situation occur, both sides are permitted a hearing and library boards and their corresponding jurisdictional governing bodies have the ultimate voice. If it is felt necessary, their decisions can be appealed through the courts.

Massie, D. C. Censorship and the question of balance. Social Education 48 (2) February 1984.

The author, an expert on intellectual freedom for the National Education Association (NEA), points out that censorship attempts are sponsored by groups with widely different viewpoints, and cautions that educators must maintain a distinction between represssing discussion, as conservative censors would require; and presenting a fair and comprehensive portrayal of history and current reality, which she says usually is the goal of women and minority groups who object to materials in schools.

_____. Censorship in the schools: something old and something new. Today's education 69 (4) November-December 1980.

A review of censorship activities involving school boards, school administrators, teachers and librarians, textbook publishers, state legislatures, and (potentially) the Congress. The author points out that teachers and their organizations need to distinguish between the legitimate concerns of parents, and the actions of demagogues. At issue, she says, are tax support of public schools, selection of curriculum materials, and First Amendment rights of students and teachers.

_____. A conflict of values. In Public education under attack. Washington, DC: Engage/social action, 1983.

A discussion of censorship as a conflict of values between ultra-conservatives and the public schools over the discussion of values in the classroom. Spokespersons for the Moral Majority and similar groups view with regret the pluralistic nature of our society and perceive no positive values from the diversity of our cultures, races and faiths.

McClure, A. Censorship in Ohio: it is happening here. Delaware, OH: Ohio Wesleyan University, 1982.

A survey of teachers, administrators, and librarians. Of school librarians responding, 21 per cent said they had censorship problems. Parents and teachers brought most challenges. Requests from parents were more often denied than those brought by teachers. Materials objected to were removed in 45 per cent of cases, and restricted to closed shelves in 17 per cent. In some instances, books were removed from reading lists or children were removed when the challenged books were used.

McCoy, R. E. Freedom of the press: a biblioclopedia. Carbondale, IL: Southern Illinois University Press, 1979.

Updates the author's 1968 work Freedom of the press: an annotated bibliography. References 6,500 publications (print and non-print) on censorship and intellectual freedom, published during the years 1967 through 1976, including 112 issued by the U. S. Government.

McDonald, F. A report of a survey on censorship in public elementary and high school libraries and public libraries in Minnesota. Minneapolis, MN: Minnesota Circulation Libraries Union, 1983

This survey revealed that 90 of 244 secondary school libraries, and 70 of 149 elementary libraries had experienced challenges, as had 40 of 100 public libraries. In secondary schools, materials were removed or restricted in 36 per cent of cases; in elementary schools, 33 per cent; in public libraries, 9 per cent.

McIntyre, T. J. The fear brokers. NY: Pilgrim Press, 1979.

The author, a former U. S. Senator from New Hampshire, warns against political intimidation by extremist pressure groups, describes the strategies used by several such groups, and warns that their strength is in their ability to take advantage of people's fears and offers simplistic solutions to complex problems.

Melnick, J. A reply to "Creationism is not a science." Newsletter on intellectual freedom 31 (3), May 1982.

In response to an article by Rogers in the NIF of November 1981, Melnick makes the case for creationism as a science, claiming that the work of creation scientists on polonium radiohalos refutes the "big bang" cosmology that is the basis of the evolutionary theory propounded by Darwin. He also says that creation science is not founded on Genesis, and that it posits no particular age for the earth. In his view, creation scientists today face the same kind of resistance as did Galileo.

Murray, Charles W. Jr. and Woods, L. B. "You shall know the truth": the new Christian right and censorship." Drexel library quarterly 18 (1), Winter 1982.

A discussion of the role of evangelical Christian groups in censorship activities. Provides a brief history of the political activities of the movement as a whole, and of a number of specific groups. The groups are described as highly organized and well funded. In the view of the authors, some of these groups have had the good effect of challenging and expanding the national dialogue about television programming.

National Coalition Against Censorship. Books on trial: a survey of recent cases. New York, NY: National Coalition Against Censorship, 1985.

A periodic report by the NCAC Clearinghouse on School Book-Banning Litigation. The authors point out that a decade ago almost no case law existed in this area, but numerous court suits have been filed in recent years, culminating in the Supreme Court decision in Pico. The cases summarized in the report show that no idea is immune from attack, nor is any place spared. Details of all recent cases, their genesis and outcomes are included.

National Education Association. Freedom of Inquiry. Washington,DC: Human and Civil Rights, NEA, 1982.

A booklet for NEA members on dealing with censorship in the schools. Contains NEA resolutions on censorship, identifies major groups sponsoring censorship efforts in schools, and describes their activities and strategies. Offers specific suggestions for dealing with censorship. Also includes papers on creationism, provides several samples of materials being circulated by censors, and includes information on censorship litigation published by the National Coalition Against Censor- ship.

_____. Kanawha County West Virginia: a textbook study in cultural conflict. Washington, DC: NEA, 1975.

An account, up to February 1975, of the conflict between the Board of Education of Kanawha County Textbook Selection Committee and challengers to its selection of English Language Arts Textbooks. The resulting controversy pitted neighbor against neighbor, church against church, and the school system against segments of the community. The books involved were characterized by their defenders as realistically portraying our society, and by the opposition as anti-Christian and anti-American. Also contains advice on avoiding such conflicts in the future.

Neier, A. Defending my enemy. NY: Dutton, 1979.

The Executive Director of the ACLU at the time of the Skokie controversy, and a Jew, Neier describes legal efforts to secure First Amendment rights of free speech and assembly for Nazis in Skokie, IL; the Ku Klux Klan in Mississippi and California; and Black Marines attempting to break up a Klan meeting. Upholding the rights of Nazis lost the ACLU membership and funding; but Neier says the ACLU's position is that only a society that permits all people to express their views can impose the decisions

of the majority.

Newsletter on Intellectual Freedom. ALA Council approves revisions of seven interpretations of the Library Bill of Rights. 30 (5), September 1981.

At the ALA's 100th Anniversary Conference, its Intellectual Freedom Committee drafted and approved new policies on challenged materials, library collection evaluations, expurgation, access for minors, labeling, restriction of materials, government intimadation, the handicapped, and the Freedom of Information Act. These are presented in this article.

Norwick, K. P. (ed.). Lobbying for freedom in the 1980's: a grass-roots guide to protecting your rights. NY: Wideview/Perigee, 1983.

Chapter 6 of this book, "Censorship," contains useful references on court decisions on censorship, and readings on obscenity and pornography.

Oboler, E. M. Defending intellectual freedom. Westport, CT: Greenwood, 1980.

Reprints of 20 editorials, maxims, essays, etc., on the defense and promulgation of freedom of thought and the fight against censorship. Book lists and book reviews are included.

O'Neil, R. M. Classrooms in the crossfire: the rights and interests of students, parents, teachers, administrators, librarians, and the community. Bloomington, IN: Indiana University Press, 1981.

Discusses the legal and social implications of the conflicts between First Amendment freedoms and community standards for public schools. The causes of these conflicts are identified by the authors as the changing character of curricula and curriculum materials, changing expectations of parents, new pressure from interest groups, changes in the organization of American public schools, and the increasing accessibility of the courts. The author calls the librarian a facilitator for free expression.

Parker, B. and Weiss, S. Protecting the freedom to learn. Washington, DC: People for the American Way, 1983.

A citizen's guide that documents the rise of censorship in the U.S. and describes successful anti-censorship campaigns. Appendices contain background on organizations associated with attempts at censorship, illustrations of their literature and strategies, sample policy statements on intellectual freedom and on reconsideration of library and textbooks, as well as a bibliography of conserva- tive literature on censorship.

People for the American Way. Attacks on the freedom to learn: a 1983-1984 report. Washington, DC: Citizens for Constitu-

tional Concerns, Inc., 1984.

People for the American Way's second annual censorship report documents widespread, pervasive, and well organized efforts to censor materials, initiated by parents, teachers, school officials, school board members, librarians, civic groups, clergy and church groups. It describes at least 20 per cent of these efforts as having been successful. Data is presented by state. Only Hawaii and Michigan reported no censorship incidents.

_____. Attacks on the freedom to learn: a 1984-1985 report. Washington, D.C.: Citizens for Constitutional Concerns, Inc., 1985.

The third annual censorship report of the People for the America Way concludes the 1984-1985 school year saw a "dramatic" increase in censorship efforts nationwide, up 37 percent over the 1983-1984 school year. Challenges resulted in more than 40 percent of the instructional materials being removed or restricted. Of the 50 states, only New Hampshire, South Dakota, Vermont, and Hawaii reported no censorship incidents

Pfeffer, S. B. A matter of principle. NY: Delacorte, 1982.

A young adult novel that deals with the risks to students of insisting on their right to intellectual freedom, represented in this case by the publication of a school newspaper. The students are forced to leave their school, and their parents are forced to undertake the legal defense required to readmit them.

Rosswurm, K. M. Battle lines drawn in censorship programs. American Libraries 15 (7) July/August, 1984.

A summary of three panel discussions held at the New York Public Library in connection with the library's exhibit "Censorship: 500 years of conflict." Censorship issues covered included textbooks, public libraries, and school libraries. Rosswurm concludes that the panelists representing liberal and conservative viewpoints held different assumptions and different values, and he feels that no opinions were changed as a result of the dialogues.

Ryan, J., et al. Pico v. Board of Education, Island Trees Union Free School District No. 26: an analysis. In School Library Media Annual 1983, Vol. 1, edited by Shirley L. Aaron and Pat Scales. Littleton, CO: Libraries Unlimited, 1983.

Discusses the implications of this landmark case in the area of public school library censorship, in which the U.S. Supreme Court curbed the power of school boards to ban books, and determined that the First Amendment applies to school libraries. The Court said that the regime of voluntary inquiry holds sway in the school library, as distinct from the compulsory environment of the classroom.

Schexnaydre, L. et al. Censorship: A guide to successful workshop planning. Phoenix, AZ: Oryx Press, 1984.

A guide for planning workshops on censorship. Contains a list of 17 articles and books on censorship of print materials and films.

Scott, A. M. Censorship in Virginia public high school libraries, 1979-82. Master's paper for MSLS degree, July 1972.

A survey of head librarians in 50 per cent of Virginia's public high schools to determine the nature and extent of recent challenges and restrictive acts, and to determine how well librarians are prepared for challenges. One-third of librarians responding said they pre-censor materials, and two-thirds said they restrict the circulation of potentially controversial titles. One-third of the schools had experienced challenges between 1979 and 1982, primarily from parents, and usually about contemporary fiction.

Serebnick, J. Self-censorship by librarians: an analysis of checklist-based research. Drexel library quarterly 18 (1), Winter 1982.

A review of a number of studies that have used checklists of controversial books to determine the extent to which librarians practice self-censorship. The author, while admitting that the studies offer some important information on the holdings and circulation of titles, points to the flaws in the survey methodology and warns that it must be improved if such research is to be a valid and relieable measure of self-censorship.

Shuman, B. A. The Moral Majority and popular political issues. Drexel library quarterly 18 (1), Winter 1982.

A discussion of the coalition of religious groups and political action associations known as the "Moral Majority." Shuman says that although Moral Majority leaders deny censorship charges, their sponsorship of legislation that would result in library censorship is well documented. He says librarians must be ready for members of the Moral Majority when they come, and must be willing to discuss their complaints. He sees some positive good in the fact that these groups are directing attention to the importance of books, reading, and libraries and to their influence on young people.

Smith, R. P. First Amendment limitation on the power of school boards to select and remove high school text and library books. St. John's law review 52 1978.

A summary of the history of the constitutional limits on school boards in the acquisition of textbooks, and a review of conflicting federal court decisions. Includes suggested judicial guidelines in reviewing book selection cases.

Swan, J. C. Public records & library privacy. Library journal

108 (15), September 1983.

Discusses the application of the right of privacy to library circulation records and its defense by the American Library Association and the Congress. Swan points out that the right to privacy is not explicitly stated in the Constitution, but is implicit in the First, Third, Fourth, Fifth, Ninth, and Fourteenth Amendments, as interpreted in the works of Samuel Warren and Louis Brandeis, and confirmed in Justice Douglas' plurality opinion in Griswold v. Connecticut.

Symons, Allene. Censorship--a clear and present danger. Publishers weekly 227 (25) June 21, 1985.

Summary of a press conference on censorship held by Gail See of the American Booksellers Association. Groups favoring censorship were identified as feminists seeking to ban books whose content they feel is exploitive of women; and groups on the right who would censor books with gay or lesbian subject matter, and feminist books. Authors reported pressure on radio and TV stations not to interview them. Lillienstein said censorship is so pervasive she could not single out any area as experiencing the most intense pressure.

Taylor, K. A look at Washington State's pornography and moral nuisance act. ALKI: The Washington library association journal, 1 (1), March 1985.

Discusses a proposed Washington law which would ban obscene materials and would declare bookstores and movie houses offering them to be public nuisances. The law was overturned by the federal court of appeals, on the grounds that the state's definition of the word "lust" was too broad.

Thomas, Cal. Book burning. Westchester, IL: Crossway Books, 1983.

The author, who is vice president for communications of the Moral Majority, asserts that secular humanists in the publishing industry are responsible for a "new wave" of censorship by refusing to publish books from the religious and conservative points of view.

Thomas, Cal. Conservative books missing in library survey. Moral Majority Report July 1983.

Presents the results of a survey of 169 school and public libraries by volunteers asked by the Moral Majority to search card catalogues to determine if, and how many, books from a list supplied by Moral Majority were represented in the libraries holdings. The objective is to use the findings to mount a campaign to place books containing "conservative political and religious views and values on the shelves and in the textbooks and not to remove them."

Thomas, C. and Hentoff, N. Are libraries fair? Preselection censorship in a time of resurgent conservatism. Newsletter on intellectual freedom 31 (5), September 1982.

Thomas, a vice president of the Moral Majority, a former NBC news reporter, and the author of three books, complains that textbooks are being rewritten to present a feminist viewpoint, and that feminists' priorities are influencing publication decisions. He also complains that the Council on Interracial Books for Children does not support capitalism. He says that conservatives ask only for fairness. Hentoff, in reply, agrees that censorship of the left is also unjustifiable, but points out that conservatives are forcing libraries to censor or bowdlerize books.

Thompson, Scott D. High stakes in matters of censorship, morality, and educational values. Education Week 5 (34) May 19, 1982.

An effort to bring calm to the arena concerning academic freedom and the competing and conflicting players are parents and educators. Suggests negotiation instead of confrontation and working through established formal procedures for materials selection or reconsideration.

Tucker, M. An analysis of censorship news reporting. Neswletter on intellectual freedom 23 (6), Nov. 1974.

An analysis of the "Censorship Dateline" column in the NIF, based on the 15 issues fr m November 1971 to March 1974. Includes censorship efforts reported, the cause of the complaints, the institutions affected, the states involved, and the complainants. The author concludes that parents are vitally interested in the information that is available to their children, and that librarians must educate public officials and cultivate grassroots support with the same determination as is shown by the censors.

Vitz, Paul C., et al. Equity in values education: Do the values education aspects of public school curricula deal fairly with diverse belief systems. Final report. New York, N.Y.: Department of Psychology, New York University, 1985. (U.S. Department of Education, National Institute of Education, Grant No. NIE-G-84-0012)

A systematic investigation into the portrayal of religious and traditional values in the public school curricula today. Part two of the first section of the report reports on an evaluation of 60 social studies textbooks widely used in elementary schools nationwide and concludes that publishers have systematically deleted references to religion and the role religion plays in traditional American life thereby presenting a biased picture of religion and traditional moral values. The other two sections of the report, which can be obtained individually, are "The Major Models of Moral education: An Evaluation," and "Religion and Traditional Values in Public School Textbooks: An Empirical Study."

Who is censoring books? The debate continues. Education update 6 6 (4), October 1982.

Claims major publishing houses submit todemands from "feminists" and other pressure groups to publish material showing only their viewpoints. An excerpted version of "Feminism & Thought Control" by Michael Levin that originally appeared in Commentary, June 1982, is included.

Wieman, J. and Motomatsu, N. Culture, conflict and challenges. ALKI: The Washington library association journal, 1 (1), March 1985.

The authors point out that objections to children's library materials usually reflect the conflict between the commitment of libraries and schools to a pluralistic view of society, and the commitment of parents to maintaining traditional values. They advise librarians to open discussion with their communities and develop strategies to deal with the conflicts that inevitably will arise.

Woods, L. B. Love and sex equals censorship and repression: the study of "objectionable" materials in California. News notes of california libraries, 74 (2), 1979.

California ranked at the top in the number of censorship cases reported for the years 1966 to 1973, according to this study of California libraries.

_____. Patterns in censorship of children's materials. Newsletter on intellectual freedom 28 (2), March 1979.

A study of censorship of children's materials in public libraries and school systems, as revealed by NIF issues from 1966 to 1975, this article provides a list of books censored, the number of times each was censored, and the type of reviews received by each book. The author concludes that censorship is on the rise because books for children are dealing with subjects formerly taboo.

_____. Censorship: the fires in Missouri. Show-me libraries 3 (8), May 1982.

A study of censorship challenges in Missouri from 1976 to 1980. Missouri's censorship rate during this five-year period was 23 per cent below the national average, and about the same as in the previous decade (22 per cent). The author warns that censorship still exists; it is curtailing the freedoms we take for granted; and challenges are often successful because librarians and educators are leery of the battles that resistance can incite. Statistics on challenges by year, type of institution, materials challenged, and outcomes are included.

Woods, L. B. and Perry-Holmes, C. Florida media quarterly 10 (2), Winter 1982

This paper continues a study of censorship in Florida during 1966 to 1975, a period during which Florida had 80 reported incidents. Public libraries reported no censorship incidents. The authors felt that this was the result of a policy of not purchasing potentially offensive materials. A list of materials challenged is included.

Woods, L. B. and Robinson, C. Again dangerous visions of censorship. Minnesota libraries 26 (12), Winter 1981-82.

An analysis of 20 censorship cases reported by the NIF, during the years 1976 to 1980. Findings were that censorship activity is increasing; most complaints come from parents; and most challenges are unsuccessful. The authors estimate that only 15 per cent of challenges are reported, however.

_____. Censoring freedom's frontier. American libraries 13 (7), July 1982.

A study of censorship in Ohio libraries between 1966 and 1980. Findings were that peak censorship years were between 1976 and 1980; that more than half of all challenges come from heavily populated areas. Parents, administrators, and school boards bring the most complaints; but church leaders often lead censorship efforts. The authors point out that attacks seldom succeed when the general population is alerted.

Woods, L. B. and Weghorst, S. B. Eye of the beholder--recent attempts at censorship in the American public library. Public libraries, 23 (1), Spring 1983.

A study of censorship cases reported in the NIF during the years 1976 to 1980, which shows a decline after 1976, and an increase in 1980. Forty-four cases were reported, but they represented attempts to censor 996 different items, of which 98 per cent were books. More than one-third of complaints were brought by public officials, followed by citizens as individuals and groups, parents, and churches. A list of challenged works is provided.

Woodworth, M. L. The young adult and intellectual freedom. Madison, WI: Wisconsin Library School Publications, 1977.

The proceedings of a five-day institute, held in 1976, on the problem of library censorship. Discusses the practice and defense of intellectual freedom. Papers include strategies for working with administrators and school boards, and a discussion of the evolution/creation controversy.